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ABSTRACT

This report offers a descriptive and prescriptive discussion of changes under way at member schools of the Association of Professional Schools of International Affairs (APSIA). It analyzes data provided by a 1994 survey of all 15 member schools on the manner and extent to which they are adapting their programs to better prepare their students to face new global challenges. Survey data are analyzed in terms of curricula, students, and faculty. The report recommends steps to make international affairs professional programs more responsive to the demands of the 21st century. Recommendations are presented in the areas of admissions policy, curricula, teaching methods, faculty, student services, campus relations, special programs, and the role of the APSIA. Descriptions of one sample curricular program at each APSIA member school are offered to demonstrate the breadth, depth, and capacity for innovation of the APSIA schools. Curricular topics include human rights, international business, international development, international economics, international environmental studies, international political economy, international public health, international security studies, midcareer professional programs, and science/technology/international affairs. Appendixes contain a copy of the survey form, a workshop agenda, and a bibliography of 69 items. (JDD)

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Professional Schools of International Affairs on the Eve of the 21st Century

Louis W. Goodman
Kay King
Stephen F. Szabo

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About the Association of Professional Schools of International Affairs

APSIA is a not-for-profit, institutional membership organization, comprised of 15 U.S. graduate schools of international affairs. These schools are dedicated to advancing global understanding and cooperation by preparing men and women to assume positions of leadership in world affairs. The Association serves as a source of information on professional international affairs education, represents the interests of professional international affairs education in national and international forums, and coordinates activities among and for its member institutions. Established in 1989, APSIA's Executive Office is located in Washington, D.C.

APSIA and its member schools work to promote excellence in international affairs education worldwide by:

- facilitating the exchange of information and ideas among member schools and with other higher education institutions, the international affairs community, and the general public.
- raising public awareness through publications and forums on global issues and international affairs education and careers.
- representing the interests and objectives of professional international affairs education.
- developing and coordinating joint programs for the member schools with a focus on:
  (1) outreach to people of color;
  (2) international affairs curriculum development; and
  (3) transnational cooperation on international affairs education.

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Louis W. Goodman
Kay King
Stephen F. Szabo

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Association of Professional Schools of International Affairs
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Association of Professional Schools of International Affairs

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Contents

Summary		1
I.	Introduction	5
II.	Identifying Global Challenges and Opportunities	6
III.	Overview	9
IV.	Background	11
	Educational Philosophy and Approach	13
	Demand for International Affairs Degrees	14
V.	Methodology	16
	Survey Instrument	16
	Workshops	18
VI.	Findings	19
	Curricula	19
	Students	27
	Faculty	31
	Conclusion	34
VII.	Recommendations	35
	The Schools	35
	The Organization	39
VIII.	Select APSIA School Programs	41
	Human Rights	41
	International Business	43
	International Development	48
	International Economics	51
	International Environmental Studies	53
	International Political Economy	56
	International Public Health	59
	International Security Studies	62
	Mid-Career Professional Programs	69
	Science/Technology/International Affairs	72

Appendix A: Survey of Professional International Affairs Programs 79

Appendix B: APSIA Workshop on International Affairs Education: Agenda and Participants 93

Appendix C: Selected Bibliography 97

List of Figures

Figure 1: APSIA Member Institutions 12

Figure 2: Components of Typical APSIA School Master's Curriculum 13

Figure 3: Most Common Disciplinary Bases of Courses Offered by APSIA Schools 20

Figure 4: Changes in Significance of Functional Specializations, 1989-1994 21

Figure 5: Number of New or Strengthened Functional Specializations, 1989-1994 22

Figure 6: Changes in Significance of Area Specializations, 1989-1994 23

Figure 7: Joint Degree Programs Offered at APSIA Schools 27

Figure 8: Initial Employment of APSIA Graduates, 1990 and 1993 28

Figure 9: Changes in Student Interest in Languages, 1989-1994 29

Figure 10: Recruitment and Retention of Students and Faculty at APSIA Schools 30

Figure 11: Changes in Faculty Diversity at APSIA Schools, 1989-1994 32

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SUMMARY

The end of the Cold War and the revolution in communication and transportation technologies have had profound effects on the conduct of international relations. These changes have altered the very nature of the tasks confronting government, business, industry and the other private and not-for-profit sector organizations that must perform in an international environment. As a major source of education for professionals in international affairs, the member schools of the Association of Professional Schools of International Affairs (APSIA) are modifying their curricula to adjust to these post-Cold War challenges.

This report examines the changes under way at the APSIA schools and in doing so is both descriptive and prescriptive. It analyzes data provided by a 1994 survey of all 15 APSIA member schools on the manner and extent to which they are adapting their programs to better prepare their students to face new global challenges. It also recommends steps to make international affairs professional programs more responsive to the demands of the 21st Century.

The trends described in this report can be seen as both indicators and examples of changes that the wider international affairs community should embrace. Yet, the pattern that emerges reflects only modest alterations to professional international affairs education over the past five years. The recommendations, therefore, serve to lay out some goals and aspirations for more extensive changes in these programs, which are responsible for educating many of our nation's future global leaders and preparing them to shape the global landscape of the next millennium.

Recommendations

The recommendations, which are described in greater detail in Section VII of this report, offer suggestions about a broad range of initiatives for the APSIA member schools and the Association that serves them. In brief, the APSIA schools are advised to:

- Develop **admissions requirements** that ensure that enrolling students are equipped with a balanced liberal arts education, a strong foundation in the social sciences, basic oral and written communications skills, knowledge of a foreign language, understanding of a foreign country or region of the world, and solid computer and social science methodology skills.

- Establish **core curricular requirements** for completion of the international affairs master's degree that provide a strong educational foundation in several subjects, including international relations theory and practice, international economics theory and practice, and the methodology of policy analysis.

- Offer multidisciplinary, policy-oriented **degree programs** that demand specialization in a functional and/or regional area of expertise and that integrate functional and regional education to the greatest extent possible.

- Devote resources to enhance curricula, educational materials and pedagogy in **functional specializations**, especially those that address cutting-edge issues.

- Foster **teaching that is both multidisciplinary and policy-grounded**, exploring the international dimensions of a wide range of subjects and examining practical solutions to public and private sector problems.

- Encourage **interactive teaching methods** such as role playing, case studies, simulations, gaming, policy workshops, group learning/projects and more extensive use of computer and communications technology.

- Feature **experiential education**, such as internships, field research, and study abroad, as central elements of educational programs.

- Select **faculty members** who are accomplished in both scholarship and policymaking and who reflect and advance the curricular mission to address functional issues and provide policy-grounded education.

- Develop mechanisms to recruit and retain **minority and female faculty** members -- especially members of underrepresented minority groups.[1]

- Encourage and reward innovation and initiative for faculty members who develop **creative teaching methods and course contents**.

- Emphasize and enhance **career guidance**, especially improvement of links to private-sector employers, and promote development of stronger links to alumni/ae.

- Strive to secure additional **financial assistance** for students and develop creative mechanisms for helping them meet their financial obligations.

The report also recommends that the APSIA Executive Office undertake several steps to assist the member schools in their mission to provide effective international affairs education. These include:

- **Public education and outreach** about specific cutting-edge curricular and teaching issues in international affairs professional education.

- **Coordination of programs, information and data** on professional international affairs students, faculty, curricular issues and teaching methods, seeking consortial relationships where appropriate.

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[1] Throughout the report, we apply the definition of "underrepresented minorities" used by the U.S. Department of Education, which includes "African Americans, Hispanic Americans, Asian Americans, American Indians, Alaskan Natives, Native Hawaiians and Pacific Islanders."

- **Intellectual support of and exchange with** higher education institutions that want to develop policy-oriented international affairs curricula, especially those institutions that have significant enrollments of underrepresented minorities.

- **Promotion** of a leadership role for the APSIA member schools in developing innovative policy-oriented curricula and teaching methods in international affairs fields.

- **Enhancement of** the relationship between the APSIA schools and employers -- the "consumers" of APSIA graduates -- especially those in the private sector.

I. INTRODUCTION

The end of the Cold War and the concurrent revolution in communication and transportation technologies have profoundly affected those institutions that educate and train individuals to be international affairs practitioners. The premises on which the Cold War world was built crumbled with the collapse of communism and the disintegration of the Soviet Union. The nation's preoccupation with nuclear war avoidance and the defeat of communism rapidly gave way to new and complex sets of concerns that cross national borders and defy localized solutions. These include issues of economic cooperation and competition, environmental degradation, migration flows, ethnic and religious conflict, and weapons proliferation. At the same time, changes in transportation and communication technology have transformed the nature of global political, financial, and social relations. The impact of these major transformations on schools of international affairs cannot be overstated, for the mission of the schools is to prepare future leaders to address effectively the new and fundamentally different global challenges of the 21st Century.

For this reason, in 1993, the Association of Professional Schools of International Affairs (APSIA) decided to review and assess how its 15 member schools have been adapting their programs and curricula to the post-Cold War world. APSIA's findings and evaluations are summarized herein, along with recommendations to further advance curricular programs in international affairs professional schools. It is hoped that this descriptive and prescriptive report will help keep programs at APSIA and other international affairs schools relevant and responsive to the changing global challenges and opportunities of the next century.

II. IDENTIFYING GLOBAL CHALLENGES AND OPPORTUNITIES

What are the global challenges and opportunities that the next generation of international affairs professionals are likely to confront? There is no simple list. That the international landscape is undergoing a fundamental transformation is not in question. How the shifting terrain is likely to settle is hotly debated. Since the Cold War bipolar balance of power has given way to no dominant configuration, disputes proliferate about the nature of the system that is likely to emerge. Will it be unipolar, multipolar, anarchic...?

On the policy front, the fall of the Berlin Wall marked the end of the East-West rivalry and ushered in an era of transnational economic, environmental, religious and security concerns. Issues that were once of little concern to U.S. policymakers are now central or strategic. Yesterday's Kremlinologists are asked to be today's specialists on all the republics of the former Soviet Union from Armenia to Uzbekistan. Knowledge of Asian cultures and systems is critical in this era of rising economic competitiveness, while understanding of African colonial history and non-Western religions are essential to addressing effectively the mounting tide of ethnic and religious conflict around the world. Latin America, once a region to be shielded from communist influence, is now home to a booming private economic sector and increasing concern about income inequality. Debates about whether regional trading blocs hasten or hinder globalization and whether the world will evolve into one, two, three or more regional trading regimes are currently heard in both corporate board rooms and in the halls of government.

One volume that has identified the contemporary challenges for the United States and provides clear guidance for the future is *Changing Our Ways: America and the New World.*[2] It lays out four goals for the United States to pursue at home and abroad as it enters the next century: (1) economic prosperity; (2) environmental harmony; (3) military security; and (4) increased democratization. Achieving

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[2] Carnegie Endowment for International Peace National Commission on America and the New World, Brookings: Washington, D.C., 1992

these objectives will require greater expertise on international economic, trade and financial issues, as well as on environmental and ecological concerns, population and migration problems, and weapons proliferation, to name a few areas. In recognizing this, the Carnegie report concludes that:

> Education ... is indispensable to our efforts. The executive agencies and congressional staffs for foreign policy must recruit and nurture professionals with fresh eyes, new expertise and a sharp appreciation for the melding of our internal and external interests ... Most fundamental is the learning of future generations ... Our ranks are filled with experts better trained to deal with the past than the future. We must reorient university curricula and develop new cadres of professionals -- not only for government but for business and finance, science and technology, culture and communications. And we must begin before college, imparting to children in elementary and secondary schools the necessary language skills and understanding of other peoples that our international role demands.

Convincing an often mistrustful and vocal American public to maintain and diversify its international role in the post-Cold War world is perhaps one of the greatest challenges confronting U.S. leaders.[3] Without the presence of an immediate and overwhelming threat from a clearly defined enemy abroad and with the rising demands for economic advancement at home, it is becoming more and more difficult to justify significant international engagements. In response, U.S. leaders are identifying economics as the top international priority, say I.M. Destler and Daniel Yankelovich in their book on public engagement in the foreign policymaking process. They warn, however, that this could result in attempts "to increase unity at home by trumpeting economic

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[3] See David L. Boren, "The New Isolationism: A Threat to National Security," speech at The American University, Washington, D.C., January 26, 1992.

conflict abroad."[4] Destler suggests in his essay that the task for future leaders will be to build a consensus around the notion that international economic competition is a positive sum game.[5]

Ironically, this limited endorsement of U.S. involvement around the globe by the American public appears to be accompanied by a sharp increase in its engagement in the foreign policymaking process. No longer the exclusive domain of an elite establishment, foreign policy is now subject to the input of an increasingly diverse American electorate on a broad range of issues from the environment and trade to immigration and human rights. Thus, tomorrow's international experts will be required to have a firm understanding of the domestic issues and internal political forces that drive U.S. foreign policy and, at the same time, will have to be very skilled at raising public support for U.S. engagement around the world. The alternative -- a U.S. retreat into isolationism -- will work against the international community's best interests. For, as the *Economist* so concisely put it, "...what goes through American minds matters most, because America is still the necessary cornerstone of a sensible world."[6]

Equally important to maintaining credibility and ensuring the support of the American public for a continued U.S. role in the world is the need to have leaders who reflect the increasingly diverse American population. A representative international affairs professional corps is also essential to the effective advancement of U.S. global interests, because its members can demonstrate to the world the unique multiracial, multiethnic and multicultural nature of U.S. society. Furthermore, the nation will gain from the skills, expertise and perspectives of people of color who work in the international arena, especially on or in countries where the majority of citizens are non-white. Thus, programs that educate international experts will have one

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[4] *Beyond the Beltway: Engaging the Public in U.S. Foreign Policy*, New York: W.W. Norton & Company, 1994. (Sixth volume in the American Assembly's "U.S. Global Interests in the 1990s" series.)

[5] *Ibid.*, pp. 26-42.

[6] "Voters, blame thyselves," *The Economist*, October 29, 1994, p. 17.

additional task to accomplish, if they are to be responsive and effective. They must achieve greater diversity in student enrollments.

III. OVERVIEW

This study is part of a larger APSIA project on *International Education on the Eve of the 21st Century* that was launched in 1993. The project's overall goals are to: (1) help the higher education and international affairs communities gain a better understanding of the manner and extent to which post-secondary international education programs in the United States are preparing the nation's future foreign policy and international affairs specialists; and (2) develop a set of recommendations for the creation of programs that can provide effective education for addressing the new mix of global challenges that will confront international affairs specialists well into the next century.

The project got under way with the development of two surveys evaluating changes in post-secondary international affairs education in the United States since 1989: one on undergraduate international studies programs broadly defined and the other on graduate professional international affairs programs. The focus of this report is on the latter survey, which reviewed two-year master's degree programs and their mission to prepare tomorrow's international affairs practitioners and leaders.[7]

This study reports on the outcome of the survey on curricular programs at the 15 APSIA member schools over the last five years and offers recommendations for their continued enhancement. It examines how professional international affairs programs integrate training in functional and disciplinary areas with language and regional studies to produce a unique brand of international affairs practitioner. With all the changes in the global landscape since the fall of the Berlin Wall,

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[7] For the analysis of undergraduate international programs, see this volume's companion publication, *International Studies for the Undergraduate on the Eve of the 21st Century*, Washington, D.C.: APSIA, December 1994. It reviews undergraduate international studies programs -- broadly defined -- in the post-Cold War era.

the report illustrates the manner and extent to which APSIA schools have adapted their educational programs to address the widening range of transnational issues that confront contemporary public, private, and not-for-profit sector leaders. The report also shows how regional and area studies programs at the schools have ebbed and flowed with the changing post-Cold War tides. As important, the study looks at how the schools prepare students to be responsive to the intensifying interplay between domestic and international issues in a manner that will result in successful policymaking and management.

In shedding light on recent programmatic and curricular developments, APSIA's objective is to enable its member schools to learn from each other about the challenges and opportunities for international education in the post-Cold War era and to share this knowledge with other interested individuals and institutions. In outlining a set of recommendations, our intent is to convey our aspirations for the improvement of professional international affairs education to a wide audience. Ultimately, the goal of the graduate component of the project is to help the APSIA schools (and others) advance their mission to develop programs that produce a more diverse, better educated, and politically savvy generation of international affairs and foreign policy professionals.

IV. BACKGROUND

This study follows Robert F. Goheen's 1987 report, *Education in U.S. Schools of International Affairs.*[8] An educator and international affairs practitioner, Ambassador Goheen was commissioned by two major private U.S. foundations to undertake the first in-depth examination of the category of U.S. schools that offer two-year master's degrees in international affairs. These are schools that, in Ambassador Goheen's words, have in common "a commitment to the education of men and women to be knowledgeable and effective actors in lines of service and employment with international dimensions and certain large questions of curricular content and balance that arise from that commitment."

The current study differs from the Goheen report in several ways. First, it includes a larger number of schools. In the seven years since Ambassador Goheen issued his report, APSIA welcomed several new members and now includes the institutions that are listed (alphabetically by university) in Figure 1 below. Second, and more important, the Goheen report provided a baseline of information on a wide range of APSIA school characteristics, including mission, curriculum (including language and area studies), pedagogical philosophy, administration, faculty, students, library facilities, doctoral/research programs, and funding. The current study looks exclusively at questions related to program structure and curriculum and their impact on the training (and thus employment prospects) of future professionals. Finally, the 1987 study offers a critical point of comparison for the current study in that Ambassador Goheen provided detailed documentation of the courses required to earn a master's degree in the mid-1980s by each APSIA school and identified those courses that were needed at the time to complete fields or areas of concentration.

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[8] Robert F. Goheen, *Education in U.S. Schools of International Affairs*, Princeton University, 1987. This comparative study of the APSIA member schools was commissioned by The Exxon Education Foundation and The Pew Charitable Trusts.

Although the purpose of this report is to identify what has changed in the educational programs of the APSIA schools over the last five years, readers will also be served by learning about what has remained the same -- what is fundamental -- to the schools. Not surprisingly, many of the characteristics of the APSIA schools that Ambassador Goheen described in 1987 have not changed, and so did not require detailed inquiry. Thus, a brief review of the essential features of an APSIA school education seems useful and appropriate.

Figure 1

APSIA Member Institutions

THE AMERICAN UNIVERSITY
School of International Service

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Graduate School of International Relations and Pacific Studies

COLUMBIA UNIVERSITY*
School of International and Public Affairs

UNIVERSITY OF DENVER
Graduate School of International Studies

GEORGETOWN UNIVERSITY
Edmund A. Walsh School of Foreign Service

THE GEORGE WASHINGTON UNIVERSITY
The Elliott School of International Affairs

HARVARD UNIVERSITY
John F. Kennedy School of Government

THE JOHNS HOPKINS UNIVERSITY
The Paul H. Nitze School of Advanced International Studies

UNIVERSITY OF MARYLAND, COLLEGE PARK
School of Public Affairs

UNIVERSITY OF PITTSBURGH
Graduate School of Public and International Affairs

PRINCETON UNIVERSITY
Woodrow Wilson School of Public and International Affairs

UNIVERSITY OF SOUTHERN CALIFORNIA
School of International Relations

TUFTS UNIVERSITY
The Fletcher School of Law and Diplomacy

UNIVERSITY OF WASHINGTON
The Henry M. Jackson School of International Studies

YALE UNIVERSITY
Yale Center for International and Area Studies

•••

CARLETON UNIVERSITY (OTTAWA, CANADA)
The Norman Paterson School of International Affairs

RITSUMEIKAN UNIVERSITY (KYOTO, JAPAN)
Graduate School of International Relations

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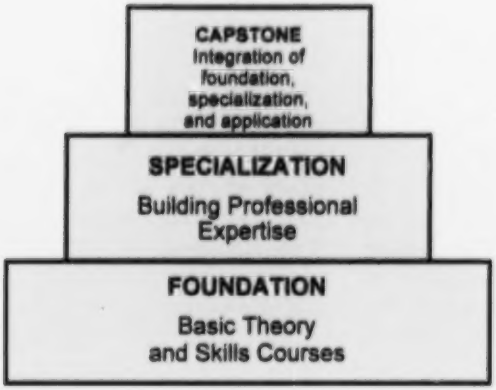
Educational Philosophy and Approach

Although there is a great deal of heterogeneity among the APSIA schools and although no two APSIA schools offer precisely the same curriculum, by and large all the members of the Association have core or distributional requirements in their programs that provide students with a broad educational foundation in international relations theory, policy analysis, oral and written communication skills, macro and microeconomics, management, and/or quantitative methods/ statistics.

Beyond this general foundation of knowledge, the APSIA schools require students to specialize or concentrate in either functional subjects, such as international conflict resolution, international trade and finance, and U.S foreign policy, or in regional topics such as Africa, Asia, the Americas, Europe, the Middle East, and Russia/Central Eurasia. Every school also requires some type of capstone experience, be it a comprehensive exam, thesis, or independent study project, that enables students to integrate the various components of their education into one exercise (see Figure 2).

Figure 2

Components of Typical APSIA School Master's Curriculum



Education at an APSIA school is, for the most part, multidisciplinary in nature, so the schools offer courses in a wide range of disciplines. Most focus on political science, economics, history, law, business, and comparative, regional and international studies. Increasingly, the schools are integrating more fully these several disciplines into single multidisciplinary courses such as international political economy, international conflict resolution, and science, technology and international affairs. Demonstrating a level of competence in a foreign language is usually a degree requirement at APSIA schools. However, most of the schools expect students to acquire this competence on their own, so they neither teach nor award academic credit for foreign language courses.

Since the mission of the APSIA schools is to prepare practitioners, teaching methods stress the application of theory to practical issues in international affairs, although the degree of this emphasis can vary widely from school to school. In addition to lectures and seminars, coursework at the schools typically includes role playing, case studies, simulations and gaming, policy workshops, and major research papers. Experiential education such as study abroad, work/study, and internships are encouraged. The latter are considered particularly important, as they are perceived as critical means for students to apply more abstract theory to applied situations and to expose prospective employers to future graduates of APSIA schools.

Demand for International Affairs Degrees

The pages that follow will report recent trends in curricular programs at the APSIA schools. The study will examine the extent to which the problem-oriented focus of the curricula of the APSIA schools has been enhanced or diminished over the past five years. One particularly noteworthy trend that, in part, suggested the need for the survey is the increasing popularity of education at an APSIA school. Applications to and enrollments in the APSIA schools have been and are continuing to rise sharply in the post-Cold War era.

Although not the focus of this study, trends regarding applications, admissions and enrollments in international affairs

professional schools reflect their increasing importance in U.S. post-secondary education. Over the last five years, applications to the APSIA member schools have increased by nearly 60 percent, enrollments by nearly 40 percent and degrees conferred by more than 60 percent.[9] In 1988, the year after the Goheen Report was published, 6,755 applications were submitted to the then 13 APSIA schools and a total of 2,820 men and women were enrolled in the first and second year classes.[10] In 1993, there were 12,110 applications to the 15 APSIA schools and 4,545 enrollments.[11] This is significant because these increases are taking place at a time when applications to other types of graduate professional schools have declined. For example, since 1992 law school applications have declined by 6 percent[12] and business school applications have dropped by more than 10 percent.[13]

Not surprisingly, APSIA schools attract a large number of students from outside the United States so that enrollments of non-U.S. students at the schools approach 25 percent.[14] Among U.S. students, minority matriculants have been increasing slowly with 6 percent African-American, 8 percent Asian-American, 5 percent Hispanic-American and nearly 1 percent Native American.[15] Females have made up approximately 50 percent of enrollments at APSIA schools for nearly a decade.[16]

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[9] Based on data collected annually by the APSIA Executive Office.

[10] "A Survey of APSIA Schools on Admissions, Students, and Student Changes," Joint Project of APSIA and the Office of Institutional Planning, Tufts University, April 1990.

[11] Annual *Data Collection Report*, APSIA Executive Office, Summer 1994.

[12] Data from the Law School Admission Council, Newton, PA, September, 1994.

[13] Data from the Association of Collegiate Business Schools and Programs, Fall Seminar, Marymount University, October 1994.

[14] Annual *Data Collection Report*, APSIA Executive Office, *op. cit.*

[15] *Ibid.*

[16] *Ibid.*

V. METHODOLOGY

Survey Instrument

During the fall of 1993, an APSIA team[17] drafted a 12-page questionnaire that requested information in eight general categories: (1) program inventory; (2) program structure; (3) concentrations/fields of study; (4) teaching methods; (5) students; (6) resource allocation; (7) diversity; and (8) faculty. (A copy of the questionnaire is attached as Appendix A.[18])

Our goal to inform APSIA school administrators, faculty members and other interested parties about post-Cold War trends in international education required that we collect more than numerical data. Thus, for each category a set of both open-ended and closed questions was drafted that aimed to identify how programs had changed or planned to change their educational focus in the aftermath of the Cold War. Through our questions, we sought to learn if educational philosophies and teaching approaches were changing along with the functional topics and regional areas of study. We also sought to learn what effect these changes were having on students and their marketability as practitioners in a wide range of international fields.

The questionnaire was mailed to nearly 100 graduate professional degree programs that indicated they had a significant international dimension to their curricula. These programs included all 15 U.S.-based APSIA member schools, as well as schools of public policy, public administration and business with internationally-oriented degrees or tracks.

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[17] The Project Team is listed in the front of the report. The team was assisted by members of the Project Advisory Board, who provided advice about the content and format of the survey instrument and final report. (They are identified in the front of the report as well.)

[18] The questionnaire in Appendix A (pp. 79-92) includes the compiled responses of the 15 APSIA member schools.

Twenty responses to the survey were received, 15 of which were from the APSIA member schools. Since the resources required to generate substantial additional responses were not available, it was decided to limit the focus of the study to the APSIA schools. Also, due to the differences in the educational systems of the non-U.S. APSIA members, it was decided that the current study would focus only on those 15 APSIA schools that are based in the United States.[19]

Working with such a small and familiar universe provided APSIA with an opportunity to offer detailed information about these programs. Furthermore, it facilitated the checking of inconsistencies against catalog information and the pursuit of follow-up discussions with respondents. As a result, we are confident that the reported changes to curricular programs at the APSIA schools are actually in place.

Finally, this focus on the APSIA schools provided an opportunity to convey the variety and distinctiveness of each APSIA school to the reader. Thus, Section VIII of this report highlights one specific functional or regional program at each of the APSIA schools. It is hoped that beyond the broad trends outlined in this report, these descriptions will provide additional insight into the development of graduate international affairs professional education in specific areas.

Despite the relatively small number of schools that are the focus of this study, several factors required us to process a great deal of information in a short period of time. While we did our best to deal with the normal research-related problems of data incompleteness and inconsistency, some readers may not be fully satisfied with the results. Furthermore, since the study is intended to identify broad trends in APSIA school programs in the post-Cold War era, not to provide detailed comparisons of the 15 educational programs, full information about particular school programs are not provided in this report. Therefore, we encourage readers to contact the APSIA Executive

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[19] Thus, neither of APSIA's Associate Members -- Carleton University's Norman Paterson School of International Affairs in Ottawa, Canada and the Ritsumeikan University's Graduate School of International Relations in Kyoto, Japan -- nor any other non-U.S.-based schools was surveyed.

Office for more information about the data, which is the basis of this report and to contact the individual APSIA schools for details about the programs of any given APSIA school.

Workshops

As part of its overall project on *International Education on the Eve of the 21st Century*, APSIA hosted three workshops in September 1994, one of which focused on graduate international affairs education issues.[20] The event brought together scholars and practitioners (see Appendix B) from a wide range of international fields to review the findings of the APSIA survey and make recommendations for the future enhancement of professional international affairs education. Their suggestions and ideas have been incorporated into the recommendations contained in this report.

[20] The other two workshops focused on undergraduate international studies programs in the post-Cold War era and diversity in the international affairs field.

VI. FINDINGS

The education offered in APSIA member schools is especially important in an age when so many key aspects of business, government, finance and education are rapidly globalizing. As noted, the Cold War and the technological revolution have radically altered the international and domestic environments in which those studying, teaching and doing research in the APSIA schools operate. The findings that follow illustrate the way the APSIA schools are adapting their curricula and therefore the skills of their graduates to successfully address the challenges of the 21st Century.

Curricula

APSIA curricula vary greatly among schools, as was mentioned, but all APSIA schools emphasize a multidisciplinary and policy-grounded approach to the study of international affairs. The survey indicated that a wide variety of disciplines are represented in the curricula, with the greatest emphasis on economics, political science, history and business administration, but with almost as great a reliance on sociology, anthropology and law.[21] All APSIA curricula offer both functional and regional courses as well as training in such key skills as foreign languages, economics and research methodology.

Figure 3 (below) illustrates the importance of economics for APSIA school curricula. Like political science, it is offered at all 15 schools. Noteworthy, however, is the marked difference in the number of courses offered in each discipline. The survey reported that the median number of courses offered in political science was 36, compared with 19 in economics.[22] Other disciplines or fields central to the APSIA programs included history and business management, both of which were offered by 14 of the 15 schools. The fact that the median number of courses offered in business/management (16) was not far

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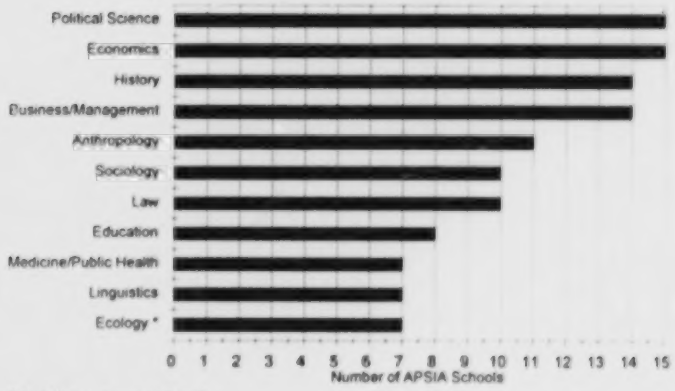
[21] See Appendix A (pp. 79-92) for the completed survey. Program inventory data can be found in Section I (pp. 79-82).

[22] See Appendix A, Section I, question 6 (p. 81).

below history (20) reflects a rising demand by APSIA school students for courses that will prepare them for private-sector employment. This is discussed in greater detail below.

Figure 3

Most Common Disciplinary Bases of Courses Offered by APSIA Schools



* Includes environmental studies

The survey indicated that there is a good deal of steadiness in the overall structure of APSIA school programs and their approach to the study of international affairs. Many of the schools believe their curricular structure and multidisciplinary approach remains flexible enough to respond to the global changes that have occurred since 1989. This view was best reflected in the statement of one respondent who said, "The School continues to emphasize policy tools that will not be affected by changes in the international environment for its core courses."

Nevertheless, significant change in content, as opposed to structure, is apparent in a number of areas: 10 of the 15 APSIA schools have either altered concentrations or field requirements or plan to do so.[23] The University of Maryland's School of Public Affairs, for

[23] See Appendix A, Section III, question 1 (p. 85).

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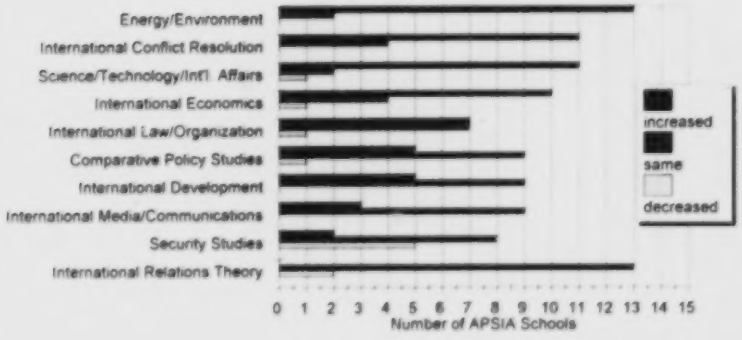
example, has combined its Public Policy and Private Enterprise fields with its International Security program to offer a concentration in International Security and Economic Policy. Five of the schools have altered their language programs, and the same number believe that functional expertise has become more important in recent years.[24] As one respondent noted, "in many professions we have found that purely regional credentials are not sufficient for a successful job search." Another observed, "more problems and issues appear to cut across regions."

When asked, "Which areas/subjects has this masters program strengthened or initiated in the last five years," the top 3 responses appeared to indicate that changes were evenly distributed among area specializations, functional specializations, and disciplines. However, the full range of answers demonstrated that the majority of changes were in areas of functional expertise (56 percent), followed by disciplinary-based training (19 percent). Only 15 percent of the subjects strengthened were in area studies, and the remaining 10 percent of changes were structural in nature.[25]

Figure 4

Changes in Significance of Functional Specializations, 1989-1994



[24] See Appendix A, Section II, questions 5 and 3a (p. 84, p. 83).

[25] See Appendix A, Section II, question 2a (p. 83).

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Among functional specializations, at least 10 of the schools indicated that energy and the environment, international conflict resolution, international economic policy, and science, technology and international affairs had increased in importance (see Figure 4 above). Security studies (defined in mainly military terms), on the other hand, diminished in importance in 5 of the schools.[26] Figure 5 demonstrates how the schools have responded to these trends. It depicts some of those functional specializations that have been initiated or strengthened by the schools over the last 5 years.

Figure 5

Number of New or Strengthened Functional Specializations, 1989-1994

One-third (or 5) of the schools indicated a relative decline in the overall importance of regional studies compared with functional studies.[27] Yet, curricular programs on every world region, with the exception of Africa and the Middle East, were reported to have increased in significance by more than half the respondents (see Figure 6). Asia and Russia/Central Eurasia were the regional programs

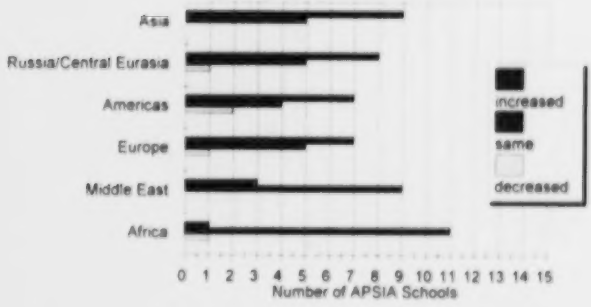
[26] See Appendix A, Section II, question 1 (p. 82).

[27] See Appendix A, Section II, question 3a (p.83).

identified as increasing in importance by the most respondents.[28] However, the Asia/Pacific area was the only region for which more than one school reported having initiated a new program or strengthened an existing one.[29]

Figure 6

Changes in Significance of Area Specializations, 1989-1994



When asked what their top priority in functional or regional specializations would be if guaranteed an additional $1 million, two-thirds of the respondents identified functional specializations (with priority going to international economics, conflict resolution and science, technology and international affairs) and about one third listed regional specializations (with Asia and Latin America leading the list).[30]

In the skill area, economics, foreign language study and computer-based analysis were all seen as gaining in curricular

[28] See Appendix A, Section II, question 1 (p. 82).

[29] See Appendix A, Section II, question 2a (p. 83).

[30] See Appendix A, Section VI, question 5 (p. 90).

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importance by at least 6 of the 15 schools.[31] There is a feeling among a significant number of the administrators and faculty members who responded to the survey that there is a need for more emphasis upon skills training. One school, The Fletcher School of Law and Diplomacy at Tufts University, is planning to go so far as to offer a week-long skills orientation session to all incoming students with modules on writing, public speaking, research skills, computer skills and quantitative methods.

Respondents also indicated a desire for more structure and coherence in the core requirements, as well as in the field of international studies as a whole. And while the majority of the schools believe that the current mix between specialized and generalized training is about right, 4 of the 15 schools would like to see more specialization and 3 favor more generalization.[32] There seems to be a majority view that, as one respondent put it, "This is not an either/or proposition." As another respondent wrote, "A generalized, liberal arts-based curriculum prepares students for increasing challenges in the workplace and possibly for multiple careers, but liberal arts education is also a foundation for learning the specialized skills needed for employment." One dean observed, "I personally believe in general training that hones conceptual abilities. Problems change but require the same thinking skills and communication skills."

In explaining why *curricular* changes were made, two consistent themes emerged from the data:

(1) Training in *more* areas of competence is demanded of and by international affairs graduates today; and

(2) More training is needed in areas that provide graduates with *practical skills*, directly applicable to work environments.

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[31] See Appendix A, Section II, question 1 (p. 82).

[32] See Appendix A, Section II, questions 4a-b (p. 84).

These themes were reflected in the modal answers to questions about reasons for changing core requirements in recent years and changes anticipated in the next decade. As the Elliott School of International Affairs at The George Washington University explained, the program is shifting toward multidisciplinary fields, especially in regional studies, in order "to give students a more multi-dimensional background." This pattern appears to reflect a clear evolution of international affairs training. The data indicated relatively increased demand for all areas of training: functional expertise, disciplinary-based training, geographic regional specializations, practical skills, and experiential education.[33]

The relatively lower increases for area studies reflect, we think, a new role that area-based knowledge is playing in international affairs education. Rather than serving as a core of expertise to be mastered for its own sake, area-based knowledge now serves as a foundation upon which functional and skills-based expertise is formed. Most APSIA school students are expected to have competence in at least one foreign language and to have gained some knowledge of a world area *before* commencing graduate studies. When admissions files are reviewed, by and large, preferred applicants have these qualities in their portfolios of qualifications. Thus, in APSIA schools many students have knowledge of a world area when they matriculate for graduate study and often use that knowledge to create a "laboratory" in which functional and skills-based expertise can be formed. Relatively few APSIA school students begin to build knowledge of a world area in graduate school.

This interpretation of the data indicates a growing competence among graduates of international affairs schools. It also suggests that future graduates will be required to accumulate even more knowledge if they wish to realize their professional aspirations in job markets that are anticipated to be increasingly complex, competitive, and rapidly changing.

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[33] See Appendix A, Sections II and III (pp. 82-86).

These conclusions were supported by responses to questions that indicated the following changes in APSIA schools since the end of the Cold War[34]:

- **Language instruction** has become more rigorous or complex in 5 of the schools (Section II, question 5).

- **Internship programs** have become more available or important in 9 of the schools (Section II, question 6a-b).

- **Study abroad** opportunities have become more available in 6 of the schools (Section II, question 7a-b).

- Nine of the schools have added new **joint degree programs** with other professional schools and more are anticipated (Section II, question 8a and Figure 7 below).

- The vast majority of the schools (80 percent) have concluded that *both* **domestic and international factors** must be taken into account for understanding international issues; 4 have already introduced new courses or activities focusing on the role of domestic factors in international relations (Section III, questions 3-4).[35]

- Almost all APSIA schools report more need for the following: **career guidance** (14 schools); internships (14); business skills training (10); and joint degree programs (9) (Section V, question 3).[36]

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[34] Data in this section refer to Appendix A, Section II, pp. 82-85, unless noted.

[35] See Appendix A, p. 86.

[36] See Appendix A, p. 88.

Figure 7

Joint Degree Programs Offered
at APSIA Schools
(in conjunction with a master's degree in international affairs)

Type of Joint Degree	Number of Schools	New Joint Degrees
J.D. (Law)	13	2
M.B.A. (Business)	10	3
B.A./B.S. (Undergraduate)	7	4
M.S.W. (Social Work)	3	1
M.P.H. (Public Health)	2	1
M.H.S. (Health Sciences)	1	
M.A. (Nutrition)	1	1
M.E.S. (Environmental Studies)	1	1
M.A. (Urban and Environmental Policy)	1	1
M.P.A. (Public Administration)	1	
M.S.I.P.P. (Int'l. Public Admin.)	1	
M.P.P.M. (Public and Private Mgmnt.)	1	
M.I.M. (International Management)	1	
M.S.P. (Urban Planning)	1	
M.U.R.P. (Urban and Regional Planning)	1	
M.A.I.I.C. (Int'l. /Intercultural Communic.)	1	1
M.S. (Journalism)	1	
M.A. (Journalism)	1	
M.A. (History)	1	
M.A. (Economics)	1	
M.D. (Medical Doctor)	1	
D.V.M. (Veterinary Medicine)	1	1
M.I.P.P. (Mid-career program)	1	

Students

APSIA institutions, as professional schools, are not only sensitive to the implications for curricula of changes in the international environment but are also aware of the importance of preparing their students for rewarding careers in the field. "Ivory towerism" is not an attribute of APSIA schools. The shifts in curricula reported in the survey clearly reflect a desire on the part of faculty and administrators to meet the needs of the changing career patterns of their graduates. In fact, one school went so far as to say that it had made changes in its core requirements specifically "to enhance the career preparation and marketability of its students."

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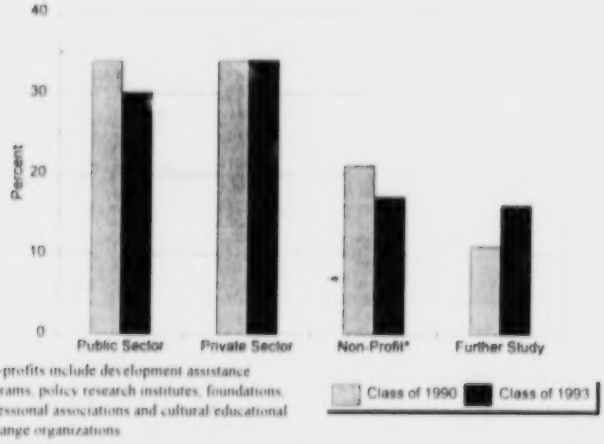
Currently graduates of APSIA schools are employed throughout the private, public, and not-for-profit sectors. In 1994 the APSIA schools reported that 34 percent of the Class of 1993 had found positions in the private sector, 30 percent in the public sector, and 17 percent in non-profit organizations, research institutes, etc. Those graduates going on for further study comprised 16 percent of the class (see Figure 8).[17] The data indicated an increase in the number of students going on for further study, as well as for those going into the media, banking, consulting, development, and international organizations, while there was a drop in those going into the U.S. government and the military.

Figure 8

Initial Employment of APSIA School Graduates, 1990 and 1993



* Non-profits include development assistance programs, policy research institutes, foundations, professional associations and cultural educational exchange organizations

The APSIA schools anticipate that the job markets in the future for their students will include financial services, business and trade, communications/media, and development assistance. As one dean wrote, "there will be public sector stagnation, thus students will look more to the private sector." The survey reported great student demand for more business courses, career guidance, internships, joint degree

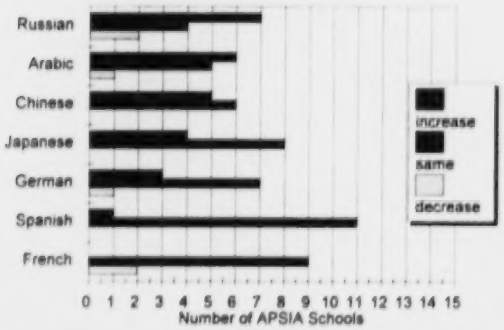
[17] Annual *Data Collection Report*, APSIA Executive Office, *op. cit.*

programs and indicated that there will be increasing demand for greater skills training in economics and foreign languages.

With regard to languages, the schools indicated more student interest in increased capacity in Japanese, Russian, Arabic and Chinese (See Figure 9).[18] In response, a number of innovations are under way. At the Fletcher School for example, professionally oriented language courses (e.g. Business German and Business Russian) have been added. The Paul H. Nitze School of Advanced International Studies (SAIS) at the Johns Hopkins University is developing readers in Arabic, Chinese, Japanese and other world languages that are designed to prepare students for a range of international careers.

Figure 9

Changes in Student Interest in Languages, 1989-1994



Student financial aid stands out as an area of great and shared concern across the schools. Only 3 of the 14 schools responding on this issue believed that student financial aid was adequate as compared with 11 who held that it was not. This is particularly worrisome given the prospect of continued increases in the costs of higher education and the substantial resultant educational debt burden with which many APSIA graduates enter the work force. Beyond aid, career counseling and student advising stood out as areas where it was reported that student demand exceeded the resources available.

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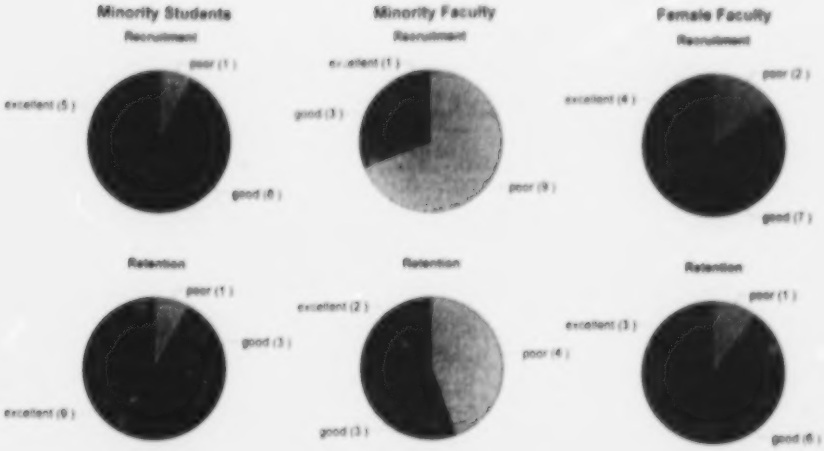
[18] See Appendix A, Section V, question 4 (p. 88).

Concerning diversity, most of the schools reported greater improvement at recruiting and retaining minority students than in recruiting and retaining minority faculty (see Figure 10).[39] In recent years the APSIA schools have slowly increased the proportion and number, of minority students enrolled in their programs. Annual data collection by the APSIA Executive Office reveals that, while total enrollments of U.S. students of color approach 20 percent, there is a strong and constant perceived need to increase enrollments of African-American (now 6 percent) and Hispanic-American students (now 5 percent).[40]

Figure 10

Recruitment and Retention of Students and Faculty at APSIA Schools



[39] For a definition of "underrepresented minorities," see p. x. For minority recruitment and retention data, see Appendix A, Section VII, question 1 (p. 90).

[40] Annual *Data Collection Report*, APSIA Executive Office, *op. cit.*

Since the APSIA record on student gender has been strong for quite some time, it was not deemed necessary to probe this area in the survey.

International students make up 24 percent of the APSIA master's students, a figure that has only grown slightly in recent years.[41] The survey indicated that 8 of the 15 schools reported an overall increase in international students, with the largest increases coming from Asia and Russia/Central Europe. The number of students from Africa and the Middle East are reported to have slightly decreased over this period. Nine of the schools reported making efforts to recruit international students, particularly from Russia and Japan/Pacific Rim.[42]

Administrators anticipate that they will be able to respond in some measure to perceived student needs. Yet student demand exceeds resources available in many areas, most notably in career counseling, regional specializations, student advising and, as noted earlier, financial aid. Library facilities, in contrast, are generally seen as adequate in three-quarters of the schools.[43]

Faculty

A key issue for APSIA schools and for the higher education community is diversity in faculty recruiting. The record of recruiting and retaining female faculty was reported as "good" or "excellent" by 11 of the 15 APSIA schools, while more than 9 schools indicated "poor" records of recruiting minority[44] faculty and 4 (of the 9 respondents to this question) described "poor" records of retaining minority faculty.

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[41] *Ibid.*

[42] See Appendix A, Section VII, questions 5a-d (p. 91).

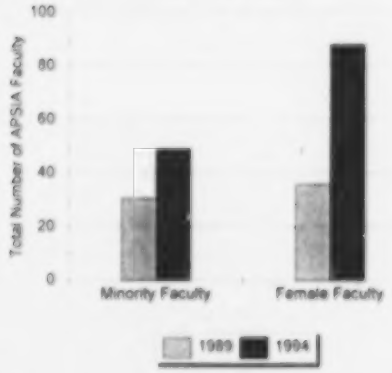
[43] See Appendix A, Section VI, questions 1-4 (pp. 89-90).

[44] See definition of "underrepresented minorities" provided on page p. 3.

This report of poor minority recruiting and retention indicates, however, the high standard to which APSIA administrators hold themselves since the survey reported a jump in total minority faculty teaching at the 15 APSIA schools from 18 in 1989 to 44 in 1994.[45] Since the schools had low numbers of both female and minority faculty at the time of the Goheen Report, these reported and actual increases in faculty diversity are important accomplishments (see Figure 11).

Figure 11

Changes in Faculty Diversity at APSIA Schools, 1989-1994



Despite the reported success in the recruiting of female faculty, survey respondents indicated a continuing commitment to finding more excellent female faculty members for APSIA schools. Similarly, with a solid trend of improvement, but a perception of clear need in the recruiting and retaining of minority faculty, the schools are seeking new means for attracting and keeping excellent minority international affairs scholars in their faculty ranks. One dean, reflecting on this issue, said "the increase in female faculty members in my school has made recruiting top-flight female students easier and empowers them to more readily identify professional role models. Increases in minority faculty have the same impact on students, but we have a lot further to go in having adequate minority representation in our faculty."

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[45] See Appendix A, Section VII, questions 1-2a-b (p. 90).

The APSIA schools may be on the verge of significant change in the recruiting of faculty. Twelve schools believe that the shifting international environment has led to a need for re-thinking the types of faculty required by master's programs at the APSIA schools in the future. In particular, they report that more faculty should be recruited with training in international economics and on issues related to energy/environment.[46]

The survey suggested that APSIA schools will be looking for faculty with more applied/policymaking experience than has been the case in the past. It is likely that an increasing number of future APSIA faculty members will be "scholar-practitioners" with solid academic credentials as well as extensive policy experience in the public and/or private spheres. Similarly it is likely that APSIA schools will seek faculty with training in more than one scholarly discipline, consistent with the APSIA schools' multidisciplinary and policy-oriented training.

The APSIA faculty of the future likely will use a number of innovative teaching techniques that rely on simulations, role playing, and other interactive methods. Over the past five years, for example, 11 of the 15 schools have introduced new teaching methods, especially case studies (7), simulations (6) and team assignments (5). In addition, more than one half of the schools report that over the near term they are planning innovations in teaching methods that include the use of computers and communications technology, with computer-based simulations, conferencing and internet/computer-based teaching techniques leading the way.[47] For example, The Fletcher School now requests that faculty rely heavily on E-mail in sending out assignments and course notices.

Finally, the survey responses indicated that faculty research priorities and publications have been affected strongly by the end of the Cold War. The School of International and Public Affairs at Columbia University, for example, received new grants for projects on nationalism

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[46] See Appendix A, Section VIII, question 1a-b (p. 92).

[47] See Appendix A, Section IV (pp. 86-87).

and ethnic conflict with a focus on East Central Europe and the former Soviet Union. The University of Pittsburgh's Ridgway Center has redefined its mission to focus on the nexus between crime and security, the proliferation of weapons of mass destruction, and the emergence of regional conflicts rooted in ethnic tensions and the loss of state legitimacy. Princeton University's Woodrow Wilson School of Public and International Affairs is about to open a new Near Eastern/Central Asian Institute. SAIS's Foreign Policy Institute is creating a number of new study groups, including one on the impact of telecommunications on the conduct and perception of international relations.

Other new research topics among faculty members at the APSIA schools include the resolution of ethnic conflict, human rights and international security, international migration, regime transitions from authoritarian to democratic rule, international technology transfer, and studies of worldwide economic privatization.[48]

Conclusion

The APSIA schools' reported program changes over the past five years reflect profound alterations in content and structure. They indicate a dynamic response by the schools to the changing international environment. The particular responses vary from school to school with each strengthening its specializations after adjusting foundation offerings to the new global equation.

While this change is impressive, the survey responses indicated that the nation's professional schools of international affairs plan to effect additional significant changes to prepare future leaders to handle effectively transnational problems such as economic competition, environmental degradation, ethnic and religious conflict, migration flows, and weapons proliferation. Thus, the recommendations below constitute a broad set of objectives to which it can be said all the APSIA schools aspire in varying degrees.

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[48] See Appendix A, Section VIII, question 3 (p. 92).

VII. RECOMMENDATIONS

The Schools

As the findings indicate, the APSIA member schools are beginning to adapt their programs to the changing realities of the post-Cold War world. We are encouraged by their progress and believe they can succeed if they adhere to a set of practices which, at least in part, already guide most of the schools today. The practices are outlined below:

Admissions Policy

- Admissions requirements should ensure that enrolling students are equipped with the following:
  - a balanced liberal arts education
  - a strong foundation in the social sciences, including theories of international relations and international economics
  - basic oral and written communications skills
  - knowledge of a foreign language
  - understanding of a foreign country or region of the world
  - solid computer and social science and methodology skills

Curricula

- Core requirements to earn a master's degree in international affairs should provide a strong educational foundation in:
  - international relations theory and practice
  - international economics theory and practice
  - the methodology of policy analysis
  - effective oral and written communications skills
  - the capacity to work as a member of a team

- Professional international affairs degree programs should demand specialization in a functional and/or regional area of expertise. Functional and regional expertise should be integrated to the greatest extent possible.

- Functional specializations should address cutting-edge issues and offer a policy-grounded, multidisciplinary approach to the solution of transnational and regional problems that cut across national boundaries.

- Area/regional specializations should explore functional issues using a multidisciplinary approach that places transnational problems in a regional context.

- Schools should devote resources to the development of functional specializations, especially those that address cutting-edge issues in areas such as international economic policy, international environmental issues, and conflict resolution. Schools should develop strong capacities to both teach and introduce students to the practice of these specializations.

- Language training should be upgraded through programs that ascertain the needs of employers for practical language skills and develop teaching and curricula to meet those needs.

- Joint degree programs with a broad range of professional schools and disciplines should be pursued.

Teaching Methods

- Schools should encourage a multidisciplinary approach that explores the international dimensions of a wide range of subjects.

- Teaching should be policy-grounded, both examining policy-related issues and exploring practical solutions to public and private sector problems.

- Teaching methods should encourage more "learning by doing" and therefore should include such interactive approaches as role playing, case studies, simulations, gaming, policy workshops, group learning/projects, and more extensive use of computer and communications technology.

- Experiential education should be a prominent feature of the curricular programs. Internships, study abroad, field research, work/study, and cooperative education arrangements should be encouraged and rewarded.

Faculty

- Expertise among faculty members should reflect and advance the schools' curricular mission to address functional issues and provide policy-grounded education.

- Accomplishments in both scholarship and professional experience should be key criteria for the hiring of new faculty.

- Mechanisms should be developed to recruit and retain minority and female faculty members -- especially members of underrepresented minority groups.

- Faculty members and administrators should be encouraged toward and rewarded for taking individual initiative to be creative and entrepreneurial in the development of innovative teaching methods and course contents.

Student Services

- Schools should emphasize career guidance and counseling and enhance academic advising. (This includes working to make the students' academic experience more relevant to the market place and

teaching students how to make themselves more marketable.)

- Schools should search for additional financial assistance and develop creative mechanisms for helping students meet their financial obligations including increased access to internships and full-time jobs in the international arena.

- Schools should involve their students in alumni/ae association activities and encourage more informal interaction with graduates of programs.

- Schools should foster more interaction at the highest levels (i.e., deans with top management) with "consumers" (i.e., employers) of APSIA graduates.

Campus Relations

- Parent universities should foster international education, including the multidisciplinary, policy-oriented approach of professional schools of international affairs.

- University administrators should advance this brand of education on campuses by encouraging cooperation among teaching units and facilitating joint faculty appointments.

- Campus leadership should recognize that international affairs education is reinforcing and complementary to university goals and, accordingly, should encourage initiatives of administrators, faculty, students, and alumni/ae in this field.

Special Programs

- Non-degree programs, including executive education and mid-career training, certificate programs, and summer

institutes on international affairs topics should be enhanced.

- Outreach programs to work with the local community about international affairs issues should be expanded and strengthened.

- Sponsored research on international affairs, as well as international education, should be encouraged and facilitated.

The Organization

The Association that was founded by the member schools to serve their interests and needs can and should help the schools meet their post-Cold War curricular objectives. Thus, we recommend that the APSIA Executive Office:

- Develop and implement programs that examine specific curricular and teaching issues in international affairs professional education, such as international environmental studies, or the interface between domestic and international ("intermestic") affairs, or content-based language training.

- Serve as a source and coordinator of information, ideas and data on international affairs student, faculty, curricular issues, and teaching methods through the convening of conferences, workshops, etc., and the publication of reports that link deans, faculty members, and administrators at APSIA schools with each other and with scholars and practitioners in the larger higher education and international affairs communities (seeking consortial arrangements where appropriate).

- Encourage interaction and cultivate links with higher education institutions that want to develop policy-oriented international affairs curricula, especially those institutions that have significant enrollments of underrepresented minorities.

- Assist member schools in efforts to play leadership roles in developing innovative policy-oriented curricula and teaching methods in international affairs fields.

- Expand outreach and interaction with disciplinary, area studies, language and policy associations to foster better communication and understanding and to develop areas of common interest and joint activity.

- Intensify efforts to strengthen the relationship between the APSIA schools and employers -- the "consumers" of APSIA graduates -- especially those in the private sector.

- Continue, on a periodic basis, to collect and share data on curricular programs at the APSIA member schools, particularly on those programs that are perceived to be cutting edge.

VIII. SELECT APSIA SCHOOL PROGRAMS

The data reported in this study revealed the considerable extent to which the APSIA member schools offer cutting-edge programs that prepare students to address the global challenges of the next century. Following are descriptions of one sample curricular program at each APSIA member school.[49] They demonstrate the breadth, depth, and remarkable capacity for innovation of the APSIA schools and include the following topics:

- Human Rights
- International Business
- International Development
- International Economics
- International Environmental Studies
- International Political Economy
- International Public Health
- International Security Studies
- Mid-Career Professional Programs
- Science/Technology/International Affairs

HUMAN RIGHTS

GRADUATE SCHOOL OF INTERNATIONAL STUDIES UNIVERSITY OF DENVER

The Human Rights Program and the Center on Rights and Development

The frightening specter of nationalism is once again haunting the world at the end of this century. The post-Cold War has seen the spread of human rights violations in Bosnia, Somalia, the former Soviet empire, China and elsewhere. Though many would agree that human rights abuses challenge the agenda of the "New World Order," there is

[49] It is important to note that these programs were selected for inclusion in the report by each member school. They are merely examples of single concentrations or fields and do not represent the complete degree programs offered by the individual schools.

still no consensus regarding what constitutes human rights and how they should be implemented.

A clear understanding of the conflicting perspectives of human rights is thus vital to develop a comprehensive human rights agenda for the 21st Century. In this respect, the human rights program at the Graduate School of International Studies (GSIS) is conceived as an interdisciplinary concentration. The introductory course traces the historical and theoretical development of human rights from the enlightenment to the 20th Century. It examines the evaluation of civil, political, economic, social, cultural, and group rights.

This course provides students with the foundation to pursue with rigor or in depth several topics of their choice: legal and organizational aspects of human rights; human rights issues of particular countries and regions -- East Asia, Latin America, Western Europe, Africa, and the U.S.; various themes of contemporary relevance considered from a human rights perspective -- the problems of immigration and refugees, genocide, and nationalism; and more theoretical issues, such as the affinity, if any, between human rights and democracy.

In addition, the human rights program encourages students to acquire practical experiences through internships in various nongovernmental organizations. Students must take a minimum of three courses for their concentration, and seven courses if they choose to obtain a certificate in human rights as part of their degree. More than twenty courses from a variety of disciplines are offered by faculty at GSIS, the College of Law and the Iliff School of Theology.

The Center on Rights and Development (CORD) brings together faculty and students from these three schools, who share a commitment to promoting human rights. CORD has emphasized the monitoring and the publicizing of human rights abuses, and the promotion of universal adherence to human rights standards. CORD also has a growing human rights Documentation Center, runs a speakers' series, publishes a journal, *Global Justice*, monographs and books, offers fellowships and internships to graduate students pursuing human rights activities and research.

SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS COLUMBIA UNIVERSITY

The Emerging Markets Track of the Program in International Finance and Business

In keeping with the times, the School of International and Public Affairs has stepped up efforts to prepare students for careers in emerging markets by bringing top experts in the field to teach and adding specialized mini-courses to address certain hot-spots, such as Sub-Saharan Africa. Emerging Markets is now a new track in the school's International Finance and Business Program.

Emerging markets -- a catchall phrase that refers to the opening of trade and capital markets in developing countries -- has become the hottest item in the international finance arena, attracting scores of students and recruiters to campuses that offer specific instruction in the area. SIPA is one of them.

Rosa Lastra, Director of SIPA's International Finance and Business (IFB) concentration, believes emerging markets are popular now because commercial banks, securities firms and consulting companies, in their search for a return on their investments, are looking beyond the domestic sphere for opportunities in developing countries, where they may face greater risk but often also a greater possibility of yield.

Courses in emerging markets offered at SIPA include: **Emerging Markets Trade Simulation**, taught by Peter Marber, a member of Wasserstein Perella Emerging Markets, Ltd., a unit of Wasserstein Perella & Co.; and **Emerging Stock Markets in Sub-Saharan Africa**, a one-point course that examined the history of stock market and equity investments in Sub-Saharan Africa, with special emphasis on Zimbabwe, Nigeria and the Ashanti gold fields in Ghana. This course was taught by Jeff Schmidt, a SIPA alumnus and leading expert on African financial and stock markets. Courses such as these have attracted the

attention of the *Wall Street Journal*, creating both high demand and over-enrollment.

Though these classes are popular, a course does not have to have the phrase "emerging markets" in it to be applicable to the field. A number of courses at SIPA cover topics of interest to those interested in emerging markets. Examples include, among others, **Marketing Strategy in Developing Markets, The Financing of Developing Economies, Investment Strategies in Developing Countries** and **International Banking Regulation and Central Banking**.

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EDMUND A. WALSH SCHOOL OF FOREIGN SERVICE GEORGETOWN UNIVERSITY

Karl F. Landegger Program in International Business Diplomacy

The Karl F. Landegger Program in International Business Diplomacy was created at the Georgetown University School of Foreign Service to train a new generation of leaders in international business, public policy, and business-government relations. This pioneering effort integrates training in business operations and issues with core international affairs studies in politics, economics, history, culture, and foreign languages. Administered in cooperation with the Georgetown School of Business and the Georgetown University Law Center, the Landegger Program offers specialized training and a select Honors certificate in International Business Diplomacy to graduate and undergraduate students.

The Landegger program trains students to analyze policy issues and manage business opportunities in today's increasingly integrated world economy. International Business Diplomacy courses prepare students for professional careers by emphasizing fundamental business skills while employing contemporary case studies and building an analytical framework that incorporates the interactions between international corporations and governments. Out of the approximately 600 Georgetown students who are taught each year in courses sponsored by the Landegger Program, a much smaller, select group of

50-60 students is accepted into a two-year curriculum leading toward an Honors Certificate in International Business Diplomacy. Fulfillment of the honors Certificate Program requires a minimum of 6 qualifying courses, with at least a 3.5 grade point average. All candidates are required to take the **Introduction to International Business Diplomacy** course which provides an overview of major principles, theories, and public policy issues relating to the role of international business in an interdependent world political economy. A second required course covers the applied accounting and finance skills needed in business transactions.

Students are encouraged to focus their remaining four or more courses on a specific professional concentration. Course sequences can be arranged to provide topical and functional concentrations in areas such as International Trade Policy, International Banking and Finance, International Management and Marketing, Regional Business Development, and International Business-Government Relations. Of course, each student's broader degree program provides other complementary courses in economics, politics, history, and cross-cultural understanding. All students must also pass a proficiency examination in at least one foreign language and many take specialized business language courses available in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, and Spanish.

International Business Diplomacy courses use intensive analysis of contemporary case studies to prepare students for professional careers. Some of the applied material is developed in other Landegger-sponsored programs, including the Wallenberg Bankers Forum, the Executive Training Program, Export Competitiveness seminars, and other workshops and conferences that feature senior executives and business experts. Many courses include guest lectures and some are taught by corporate and government practitioners who draw on their own experience in international negotiations, business-government relations, and global business strategy. Courses require practice in clear, concise exposition of ideas through short memoranda, oral briefings, group presentations and projects, written analyses, and class discussions.

The Landegger Program is supported by grants from private corporations and foundations. Graduates of the program accept responsible positions in both the public and private sectors, including serving in government trade agencies, foreign ministries and international organizations as well as working for commercial and investment banks, global manufacturing enterprises and private consulting firms. Many alumni/ae move between positions in government and business during their careers. Training in international business diplomacy is designed to promote the type of professional capabilities adaptable to this type of challenge.

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ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS
THE GEORGE WASHINGTON UNIVERSITY

The Joint International MBA/MA Degree Program

The Joint MBA/MA Degree Program is open to students in either:

- the Master of Arts (MA) in International Affairs Program in the Elliott School of International Affairs (ESIA) or

- the International Business Field in the Master of Business Administration (MBA) program in the School of Business and Public Management (SBPM).

The Joint MBA/MA Degree Program is comprised of approximately 66 credit hours. Program length varies according to number of courses waived under the MBA core requirements. Students applying for admission to the Joint MBA/MA Degree Program must meet all of the core requirements for both programs, including proficiency in a foreign language.

Students must first apply and be admitted to either the International Affairs program in the Elliott School or the International Business Field in the Master of Business Administration program in the School of Business and Public Management. Once the student decides to pursue the Joint MBA/MA degree, he/she must subsequently apply

to the other School to receive approval to pursue a Joint MBA/MA degree. Application procedures are coordinated between the Graduate Admissions Offices of both schools. Admission to the Joint MBA/MA Degree Program is very competitive; it is therefore possible for a student to be offered admission to one school but not the other.

Each field in the joint program offers a very specific focus designed to provide the necessary knowledge and skills needed to succeed in that field. One of the many advantages of a graduate-level fusion of MBA and MA programs is the expanded opportunity to interact with other peoples who have much to offer because of their different cultural and business backgrounds.

The Joint MBA/MA Degree Program consists of six sections:

- Prerequisites to the MBA Program
- MBA Core (6-33 credits)
- MBA/MA International Business Field (12 credits)
- MA General Field (9-12 credits)
- MA Special or Regional Field (9-12 credits)
- Electives (Optional)

The Joint MBA/MA Degree Program is designed so that students receive the maximum benefit from both the MBA and MA programs. All Joint MBA/MA degree students must fulfill the MA Economics Tool Requirements by completing courses in international economics and international finance and/or similar significant coursework, and the language tool requirement by demonstrating a reading and comprehension knowledge of a modern foreign language by passing a reading proficiency exam. Joint MBA/MA degree students must take and pass comprehensive examinations in each of their three selected fields of study:

- MBA International Business Field
- MA General Field (depending on the field selected by the student)
- MA Special or Regional Field (depending on the field selected by the student)

SCHOOL OF INTERNATIONAL SERVICE
THE AMERICAN UNIVERSITY

International Development Program

The International Development Program is designed for students and faculty concerned with analyzing and participating in economic, environmental, social, and political change, with particular emphasis on improving the opportunities for the poor and vulnerable of the Third World. While the primary focus of the program is on Africa, Asia, and Latin America, it is also recognized that "Third World" is as much a set of relationships and conditions as it is a place, including, for example, parts of Washington, D.C. and rural America as well as the Sahel and Cairo. The Washington location of the program also helps to clarify how international development has become a world-wide process, intimately linking North and South, rich and poor, macro and micro activities, international development agencies and grass-roots organizations.

Concern for the poor and vulnerable underscores a distinguishing feature of the International Development Program -- the recognition among students and faculty that development brings important costs as well as benefits, and that these are not equally shared. Given this perspective, development becomes an ethical and political as well as technical undertaking; the International Development Program is dedicated to ensuring that development is a "community" exercise, including the preferences and interests of all those affected, regardless of class, race or gender. With this community focus, equity becomes a central objective, in decision-making as well as the distribution of benefits.

This sense of community also characterizes the International Development Program itself. Since its founding more than 15 years ago, it has been built upon a sense of mutual commitment and respect. Through both formal and informal activities, the faculty and students work together both academically and socially to create projects and research plans, discuss ideas, and evaluate and improve the program.

The approach of the program is multidisciplinary, combining both micro and macro-level analysis that links theory with practical skills, and research with action to provide training in implementation skills as well as critical analysis. Students are able to choose from a variety of different concentrations, based on a core program that emphasizes the following:

- General understanding of the major contending theories and approaches to international development, their basic assumptions, and their relationship to present development-related policies in both rich and poor nations.

- Analysis of the major development-related institutions at the international, national, and local levels, the impact of this institutional environment upon development policy choices, and ways in which individuals can become effectively involved both at home and abroad.

- Development of skills of critical analysis, active listening, and effective monitoring and implementation to enable students to dissect and evaluate present theories, policies and programs, as well as prepare and carry out alternative approaches.

- Critical evaluation of current international development issues and problems, such as debt, sustainability, women in development, hunger, and conflict, with particular attention to the implications and dilemmas for the poor and vulnerable.

The International Development Program has been active since 1975. It currently offers two master's degrees: a multi-disciplinary program in International Development (MAID) and a more applied program focusing specifically on Development Management (MSDM). It also supports the Ph.D. degree in International Studies offered by the School of International Service through a Ph.D. level field in International Development. Typically there are approximately 100 graduate-level students in residence that are associated with the

International Development Program. The International Development Program also supports several other graduate degree programs on campus, including applied anthropology, economics, international communication, international education, international affairs, public administration, comparative politics, and sociology.

Students play an important role in the International Development program. In addition to taking part in all School of International Service policy-making bodies, International Development students have their own organization, IDPSA, which is actively involved in academic and program policy, community and professional programs, and social affairs. Students, along with faculty, also have the opportunity to be involved in SMALL, a student-run micro-enterprise which serves as a development learning laboratory on and off campus.

The program makes extensive use of its Washington, D.C. location, which is one of the key world centers of international development activity. Not only is Washington the central source of key documents and data, but it also serves as the home base for thousands of international development professionals working in both large and small organizations. The International Development Program relies on Washington for most of its adjunct faculty, and its intern program is established to help students learn about the policymaking process and network with Washington-based organizations. The wide variety of libraries, as well as policymakers and development experts available in the area serve as important sources of information. In addition, the International Development Program practicum focuses on communities in the Washington area, permitting students to test and refine their management skills in dealing with local development problems.

GRADUATE SCHOOL OF INTERNATIONAL RELATIONS AND PACIFIC STUDIES UNIVERSITY OF CALIFORNIA, SAN DIEGO

International Simulation Laboratory

International Simulation Laboratory (ISL) pioneers the simulation of a complete international economic system that includes interactions of: (1) public and private sector economic policy at the international and national levels; (2) corporate operations in consumer and public sector markets; and (3) the simultaneous, sometimes conflicting, pursuit of management and individual goals. The expanded environment enhances the training of policymakers and corporate managers of multinational corporations and opens new avenues for research in economics and management.

ISL is a multi-team simulation of international business, economics, and politics. Multinational corporations (12 in ISL 1995) and two governments cooperate, as well as compete, to further their objectives. Corporate, national, and international prosperity unfold over time as a result of their decisions. A range of political/economic behavior may occur as intended or unintended consequences, including trade wars, international treaties, growth spurts, recessions, deficits, inflation, poverty, currency devaluation, technological battles, research consortia, antitrust violations, and bankruptcy. The economic aspects of ISL are entirely endogenous and almost completely deterministic, so the diverse outcomes are determined by human decisions rather than predetermined by rules or data input by the instructors. An additional team provides a newspaper, the *ISL Times Journal*, which reports on major events and the stories behind them.

Each of two developed countries has six corporations, making products of two types, called Durables and Nondurables. Each government sets tax rates, fiscal and economic policy for its own country, and negotiates any international agreements with the government of the other country. A third country represents the rest of the world, and is run automatically by the computer. Any

corporation can sell either product in any of the three countries, unless restricted in some way by one of the governments. Governments buy directly from corporations in order to produce Infrastructure and Education for their citizens. Governments also authorize welfare transfers to help the impoverished.

ISL has been designed to provide a multidisciplinary, multi-skill learning environment. It is a laboratory for participants to develop their skills in a variety of areas, including academic, professional and personal. No area of expertise from the various disciplines of management is dominant among the skills that help individuals and teams to excel in ISL; application and enhancement of knowledge from a variety of previous courses and experience are the goals. Typical personal skills include setting priorities, delegating responsibilities, interacting with peers, and time management -- all in a job-like context.

Team organization and decision-making methods are important, and are one of the educational foci of ISL. Teams input their decisions using a customized input system. Once all teams have done their input, the ISL simulation is "run." The program considers all individual, corporate and government decisions, and determines personal, corporate and national outcomes. The ISL Administration is always available to answer questions, but does not provide direct advice about ISL decisions. The ISL Administration also takes on the roles of computerized actors when special decisions are necessary. These include banks, the judiciary, and households.

INTERNATIONAL ENVIRONMENTAL STUDIES

YALE CENTER FOR INTERNATIONAL AND AREA STUDIES
YALE UNIVERSITY

Collaborative Programs with the School of Forestry and Environmental Studies

The International Dimensions of Natural Resource and Environmental Issues

Natural resource issues increasingly occupy the international relations agenda. Trade in products derived from natural resources comprises an ever larger share of world commerce while concern for the environmental damage associated with resource development is growing among nations. The export of environmentally hazardous wastes to and from countries with lax regulations grows ever more worrisome. Scientists approach the globe as an ecosystem with new analytical tools and with access to high quality, remotely sensed information about the oceans, the atmosphere and land use. Simultaneously, the call is out for coordinated international policies conscious of the earth beneath the political boundaries. Not only do these developments strain nations already burdened with problems of trade, debt, and national security, but they also raise important questions about access to information and what informed policy making means in this new world.

The Yale Center for International and Area Studies and the School of Forestry and Environmental Studies have initiated two educational programs to address these issues which increasingly preoccupy our students and faculty. The first and most intensive is a three-year joint degree program; the second is a natural resources concentration within the two-year IR Master's degree program.

The Joint Degree Between International Relations and Forestry and Environmental Studies

The International Relations Program offers a two-year Master's degree, administered through the Graduate School by the Yale Center for International and Area Studies (YCIAS). It "bends the resources of a great research university to the task of preparing men and women to analyze and to influence world affairs." The curriculum, drawing on courses throughout the university, includes a core and a concentration requirement. The core consists of six courses in history, political science and economics. The concentration includes from eight to ten courses, and "must constitute a coherent course of study that maintains both intellectual integrity and professional credibility."

The School of Forestry and Environmental Studies (FES), a free-standing professional school, offers three two-year Master's degrees; the Master of Forestry, the Master of Forest Science and the Master of Environmental Studies. Each program has its specific requirements that are generally completed in two years.

The joint degree program is particularly oriented for individuals who plan international careers in organizations or fields where natural resource issues promise to be of central concern.

Admissions are made independently by the Graduate School for the IR Program and by the School of Forestry and Environmental Studies for the FES program. Students may apply to both schools at the same time, or they may apply to one school during their first academic year in the other.

The normal pattern for joint degree candidates will be to spend the first year almost exclusively in one school and the second year almost exclusively in the other. In the third year, they will enroll in courses from both programs and complete the requirements for both degrees by the end of that year.

Both programs consist of a core curriculum and a specialization requirement. Because of the individualized nature of the specialization requirements, joint degree students will plan their programs in

conjunction with a two-person committee comprised of their faculty curriculum advisers in IR and FES.

To graduate from the joint IR\FES degree program, students must complete all of the requirements for each of the degrees. Upon successful completion of the program a student will receive two degrees: a Master's degree from the Graduate School of Arts and Sciences and a Master's degree from the Forestry and Environmental Studies program.

For the FES component, students may elect any of the three Master's programs to combine with the IR program. All joint degree candidates must complete a three-week FES summer training program in technical skills which cover plant identification, vegetation measurement and land measurement.

Joint degree candidates must complete the core and language requirements for the IR Program. The concentration requirement can be met either through the Natural Resources concentration, or through one of the disciplinary or areas studies concentrations supported by the IR program.

SCHOOL OF INTERNATIONAL RELATIONS
UNIVERSITY OF SOUTHERN CALIFORNIA

International Political Economy Program

Courses in international political economy (IPE) are designed to provide students with expertise in the theoretical and policy issues that dominate the global political economy. Students in this sub-field are exposed to the major theoretical approaches in IPE, including hegemonic, mercantilist, and other power structure approaches, public choice and collective goods approaches, Marxian, radical, and dependency analyses, and domestic structure and domestic politics approaches.

The history of the global economy is studied, considering the origins of the British industrial revolution, the development pattern of "late" industrializers, the emergence of large, hierarchically structured business firms and a liberal world political economy in the 19th Century, the interwar period and the creation of the post-1945 trade and monetary systems.

IPE students can develop an expertise in one or more functional areas, including international monetary and trade relations, international investment and transnational enterprises, energy and natural resources, industrial and foreign economic policymaking, ocean law, policy, and economics, and science, technology and politics.

Jonathan Aronson's new course, **Economic Security in the Post-Cold War Era**, explores the meaning of national security in the 1990s and beyond. In addition to examining the well- known debates concerning environmental and economic security, this course will consider the link between national security and organized crime, greed, financial mismanagement or collapse, failure to protect ideas, communications networks and cultures.

Other courses in the IPE program include:

Science, Technology and International Political Economy

Examination of interaction of science and technology with international political economy, especially in areas of national security, economic development, and international environmental management.

Politics of the World (Gateway)

Survey of approaches to international political economy. Intellectual roots; the management of collective goods; North-South relations are examined.

Foreign Economic Policies of Industrial Capitalist States

Seminar comprising policies of Britain, France, Germany, Japan, and the United States; evaluation of alternative research methods and theories; design and execution of an original project.

Politics of International Monetary and Trade Relations

Political analysis of international monetary and trade relations; emphasis on interactions among industrialized nations.

Transnational Enterprises and World Politics

Impact of resource, manufacturing, and service corporations in nations, government policy-making, and the international economic system; political risk techniques.

The Political Economy of Development

The political aspects of economic growth, efficiency and distribution are explored for underdeveloped nations in an international relations context.

The Political Economy of Energy and Natural Resources

Changing relationship among OPEC nations, industrial nations, and the international energy companies; prospects for coal, natural gas, nuclear and solar power.

Political Economy of Global Space and Environment

Regimes in an anarchic world are examined to assess ways oceans, atmospheres, outer space, and other unowned spaces or resources are and can best be used.

Political Economy of Russia and Eastern Europe

Interaction of politics and economies in the former Soviet Union, its component republics and Eastern Europe; the historical planned economy and the politics of reform and transition.

Economic Bargaining Theory and Practice

Development of analytical skills and strategies for negotiations over economic and political problems through study of recent cases and participation in bilateral and multilateral exercises.

International Political Economy Issues in Advanced Industrial Societies: Europe

Development of complex interdependence conditions in Europe; patterns of integrative institutionalization emphasizing the European Communities; East-West economic relations.

Political Economy of World Information

Political, economic, regulatory, and technological changes that are together creating a new world information economy; politics of international telecommunications is emphasized.

Latin America and the International Economic System

Assesses Latin America's present and future role in the international economic system. Emphasizes the region's drive to industrialize and the prospects for success.

USC/UCLA Joint Seminar in Economic Security

New threats to national security in the post-Cold War era, new forms of violence related to terrorism, ethnic conflicts and organized crime that could undermine national security, and issues related to demographic, environmental, economic, cultural, and infrastructural security.

INTERNATIONAL PUBLIC HEALTH

HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES
UNIVERSITY OF WASHINGTON

Concurrent Degree Program in International Studies and Public Health and Community Medicine (MAIS/MPH)

Of the nine graduate programs offered through the Jackson School, only the general International Studies (IS) program has been specifically designed as a concurrent program to complement a professional degree. As such, one component of the program requires students to take three courses of relevance to both the International Studies program and the professional program that would serve to fulfill degree requirements for both. Concurrent degree programs have been formally established between the International Studies program and six professional programs: Public Affairs, Business Administration, Law, Forest Resources, Marine Affairs and Public Health.

Completion of the International Studies program concurrently with a professional degree takes approximately one year longer than the estimated time to complete the professional degree. The following schedule may vary depending on program and individual circumstances.

1st Year:
Required core for professional program. Colloquia in International Studies (one credit per quarter) for International Studies program.

2nd Year:
The remaining required core for International Studies. Electives for either/both programs.

3rd Year +:
Electives for either/both programs, any final papers and/or final exams required.

Any internships required by the professional schools generally are scheduled for the summer.

International Studies Program (MAIS)

Concurrent candidates must submit application materials to both the Jackson School as well as their professional school. International Studies evaluates applicants accepted by the professional school on academic and practical/professional performance, test scores, references, statement of purpose, and writing ability. Applicants denied by the professional school are automatically denied by International Studies.

The International Studies program draws on both area studies and various disciplines in molding a new approach to the study of international affairs. This interdisciplinary study is intended to help students approach their profession with a better understanding of how to relate it to the increasingly interdependent world.

Requirements include language proficiency, the required core, elective courses in two fields of study relevant to both programs, and final papers and oral exams.

Public Health and Community Medicine Programs

Students come from a variety of health related disciplines such as medicine, nursing, dentistry, behavioral sciences, physiotherapy, nutrition, social work, and others. Applicants should hold a clinical and/or graduate degree and show a strong commitment to devoting a substantial part of their careers to the public health problems in developing countries. At least two years of relevant experience in an international setting is recommended. Applications are accepted for Summer Quarter only.

MAIS/MPH concurrent degree students would matriculate in the international health track within the Departments of Health Services or Epidemiology. The public health problems that characterize the developing world are distinguished by their complex relationship with the cultural, economic, and political environments in which they exist. The fields of international public health and international studies share an interest in understanding the roles of culture, politics, and

economics in the health and well-being of communities. Both fields rely upon many of the same tools to gain insights into community-based problems and to implement change.

The concurrent degree program prepares professionals to function at the interface of both fields in administration, practice, research, planning, and development and implementation of policy. Students can complete both degrees in three years.

Requirements include the core for either epidemiology or health services, the electives for the International Health Program and a thesis.

INTERNATIONAL SECURITY STUDIES

SCHOOL OF PUBLIC AFFAIRS
UNIVERSITY OF MARYLAND

International Security and Economic Policy

With the collapse of communism in Eastern Europe and the disintegration of the U.S.S.R., the Cold War has ended. In its place, a new set of economic and security challenges has emerged. The International Security and Economic Policy (ISEP) specialization responds to these profound political and economic changes. Increasingly, U.S. governmental and private organizations will require professionals who understand *both* security and economic issues and can relate the two.

Tough international security challenges remain. Ethnic, national, and religious differences have fueled bloody new clashes in Europe and older ones in the Middle East, Africa, and Asia. Sophisticated military capabilities -- from high-performance aircraft and missile systems to weapons of mass destruction -- are spreading throughout the world. From Iraq to Cambodia to Somalia to Bosnia, the reach of U.N. efforts at conflict management seems to exceed its grasp. On the economic side, the advanced industrial "winners" of the Cold War have awakened to a "morning after" marked by sluggish economies at home and intensified trade competition abroad. Difficult economic times turn these nations inward, threatening the international institutions on which four decades of global prosperity have been built. All would gain from a cooperative international response, yet such cooperation is hard to come by without the common Soviet enemy against which to unite.

Complicating matters further is the intertwining of economic and security problems. In the former communist states, the economic hardship and political turmoil accompanying the transformation of command economies has generated feelings of despair, fueling nationalist sentiment and conflict. Building security in these nations therefore requires not just attention to nuclear weapons and cross-border conflict, but also infusions of Western financial assistance and opening of Western markets to build a base for economic recovery and growth. In Europe, economic cooperation is strained by the demands of German

unification. On both sides of the Atlantic, economic recovery is complicated by the need to shift workers and resources from defense to commercial industries. And in East Asia, explosive economic growth combines with an accelerating arms race to increase tensions over international trade and regional security.

The role of the United States in meeting these challenges will remain as central as it was during the Cold War. But Washington will require strategies, policies, and institutions for these tasks that differ from the past. ISEP is designed to provide students with the means for analyzing both the challenges posed by the new international economic and security environment and the options available to the United States in responding to them. It focuses also on the process by which policies are formulated and debated within the American body politic. In short, ISEP prepares students for a variety of career opportunities involving international issues in the public and private sectors.

The School of Public Affairs offers a unique setting for this task. Its location just outside the nation's capital affords students the opportunity to observe at first hand the making of U.S. international security and economic policy. The school offers an internationally recognized faculty of scholars who possess both expertise and direct policy experience across a broad range of international topics. The Center for International and Security Studies at Maryland (CISSM), located in the school, is engaged in research on many of the topics of direct concern to ISEP, including such issues as building cooperative security through arms control and multilateral cooperation, what strategies can best be adopted to manage complex interdependence among advanced industrial societies, and how the American foreign policy process can be adjusted to take account of the increasing interconnectedness of international security and economic issues.

Required courses for the program include:

U.S. National Security Policy after the Cold War
International Economic Policy
U.S. Foreign Policy Process
Project Course

Plus one of the following regional courses:

U.S.-Japan Relations
Europe after the Cold War

Plus one of the following electives:

U.S. Trade: Politics and Policy
Economic Growth Policy and East Asian Economies
The Proliferation of Weapons of Mass Destruction
The Theory and Practice of Arms Control
Ethics and Foreign Policy
Terrorism and Democracy
Strategy and Policy
Conflict, Cooperation, and Strategy

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GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS UNIVERSITY OF PITTSBURGH

GSPIA and the Ridgway Center for International Security Studies

Located in the University of Pittsburgh's Graduate School of Public and International Affairs (GSPIA) and the University Center for International Studies, the Ridgway Center for International Security Studies has developed an innovative program that contributes significantly to teaching, research and outreach at the University. Under its director, GSPIA Professor Phil Williams, the Ridgway Center focuses its activities on three major program areas: proliferation of weapons of mass destruction, regional conflict and its management, and transnational organized crime.

As part of its proliferation program, the Center, in March 1994, organized a conference that brought together specialists from a variety of countries, including Ukraine, Russia, China, India, Germany, South Africa and Argentina. The conference not only examined the threats posed by proliferation but also assessed the effectiveness of the counter-proliferation strategy adopted by the United States. The

Center's current activities in this program include graduate student workshops.

The regional conflict program has several elements. First is a project on the Atlantic Alliance and Collective Security in Post-Cold War Europe. Under the direction of Michael Brenner, and in close cooperation with several European scholars and institutions, this project focuses on national perspectives of key members of NATO and how these impinge on collective security and peacekeeping in Europe. Another element of the regional conflict program involves training courses on bargaining held in the Czech and Slovak Republics, a project directed by Ned Lebow. Finally, in October 1994 Westview Press published the second volume in the Ridgway series in International Security Studies, *Security in Korea: War, Stalemate and Negotiation* edited by Hank Andrews (Air Force Fellow 1993-94), Don Goldstein and Phil Williams. The Center is currently planning a conference on Security in Asia to take place in the late spring of 1995.

The third major component of the Center's activity is its program on transnational organized crime. This program focuses on a variety of criminal activities, especially the trafficking of people, weapons, and drugs across national borders, and considers the threat these activities, and the organizations that implement them pose to national and international security. Although highly novel and distinctive, this transnational focus complements the programs on proliferation and regional conflict: not only is drug trafficking being used to finance weapons purchases for ethic conflict, but the growing phenomenon of smuggling nuclear materials from the former Soviet Union has important implications for efforts to stem proliferation. Discoveries in Germany of smuggled weapons grade plutonium have highlighted this problem. The fact that one of the discoveries was made purely by accident and that most of the trafficking may be going south rather than coming west suggests that the trafficking may be rather more extensive than generally acknowledged.

In developing its program on transnational organized crime, the Ridgway Center has developed a close working relationship with the National Drug Intelligence Center (NDIC) in Johnstown, Pennsylvania and conducts a monthly workshop involving faculty and students from

the Ridgway Center and analysts from NDIC. Several members of the workshop are contributing chapters for an edited volume on *Drug Trafficking and National Security* currently being prepared for the Westview Press book series. Members of the Center have also published articles dealing with transnational criminal organizations and their activities in journals such as *Survival*, *Contemporary Security Policy* and *The Washington Quarterly*. In conjunction with Frank Cass, a London-based publisher, the Ridgway Center is starting a new journal entitled *Transnational Organized Crime*, the first issue of which will appear in 1995. The Center is also seeking external funding for the further development of its transnational organized crime program.

These core themes are reflected in the range of options available in the Security Certificate Specialization offered by GSPIA, a specialization that is coordinated by the Ridgway Center. Recent additions to the curriculum include courses on regional conflict, intelligence requirements in the post-Cold War world, and transnational criminal organizations and international security. In addition, GSPIA security students have participated in a course on proliferation offered at Carnegie Mellon University by Ambassador James Goodby and Professor Benoit Morel, both of whom are associates of the Ridgway Center. This close linkage between teaching and research has encouraged GSPIA students to become involved in the activities of the Ridgway Center and will continue to receive prominence as the Center consolidates and develops its three major programs.

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THE FLETCHER SCHOOL OF LAW AND DIPLOMACY
TUFTS UNIVERSITY

International Security Studies Program

As the 20th Century draws to a close, the international community faces a security environment that has few of the relatively stable characteristics of the Cold War era. Momentous changes have already occurred with the dissolution of the Soviet empire. Decision makers have had to discard many of the traditional assumptions that governed their outlook during the Cold War. However, the emerging international security environment is full of new challenges ranging from political fragmentation to a growing number of regional crises and conflicts. The coming years will continue to challenge policymakers, both in the United States and abroad, to reevaluate their assumptions about international security and to integrate emerging developments into existing strategies or to devise new ones. In this environment, decision makers will continue to require and benefit from innovative professionals who are capable of defining the international security agenda for the future.

A broad new range of international security challenges and issues is emerging for which the International Security Studies Program seeks to prepare its graduates. These include:

- Ethnic nationalist, sectarian, and religious conflicts and their impact on regional security.
- Nontraditional use of military forces in humanitarian assistance, peacekeeping, peace enforcement, and post-conflict reconstruction and stabilization.
- The role of the United Nations and other multilateral organizations in regional security, including humanitarian intervention.

- The impact of the proliferation of weapons of mass destruction, advanced technologies, and conventional weapons systems on regional and global security.

- Various forms of low-intensity and gray-area conflict including terrorism, insurgency, narcotics trafficking and other international criminal activity.

- The growing importance of values and ethical considerations in national security policy and the need to defend values in a world of diffuse and uncertain challenges.

- Demographic and migration pressures and their influence on states and propensity to cause civil strife and interstate conflict.

- The impact of economic competition and economic stresses on national security policy within and among contending nation-states.

- Resource scarcity and environmental degradation as causes of regional and global instability.

Course offerings for the program include:

Seminar on the Legal Regulation of Armed Conflict
Issues of Contemporary European Security
Seminar on Strategy and Ethnics in Foreign Policy
Seminar on Security and Development
Policy and Strategy in the Origins, Conduct, and Termination of War
The Role of Force in International Politics
The Evolution of Military Doctrines, with Special Reference to the United States
Seminar on Contemporary Issues of Strategic Arms Limitation
Seminar on Low Intensity Conflict and Power Projection in the Third World
Nationalism and Ethnic Conflict After Communism
Seminar on Crisis Management
Seminar on Intelligence and National Security Policy

MID-CAREER PROFESSIONAL PROGRAM

JOHN F. KENNEDY SCHOOL OF GOVERNMENT
HARVARD UNIVERSITY

Master in Public Administration (MPA) Degree Program for Mid-Career Professionals

The Lucius N. Littauer Master in Public Administration (MPA) Program offers experienced professionals working in public service an unusual opportunity to learn new management, policymaking and analytical skills that are practical and immediately useful, as well as to engage in scholarly activities of intellectual interest. The oldest program at the school, the MPA Program is designed for mid-career professionals with the motivation and values to lead in their fields and to meet society's need for excellence in government. After successfully completing one academic year of advanced study tailored to their individual needs, students earn a Master in Public Administration (MPA) degree.

Each year the school selects a diverse group of mid-career women and men from the United States and around the world. These students have demonstrated an ability to perform well in a rigorous, interdisciplinary academic program, and they have at least seven years of substantial, professional experience. Moreover, they are likely to achieve leadership positions in federal, state or local governments or other public-interest organizations including the media and nonprofit organizations. In exceptional cases, the admissions committee will consider candidates with as few as five years of experience.

In the class of 1993-94, the MPA Program included representatives of 30 states, the District of Columbia, and 48 countries. Students came from all levels of government and from a wide range of organizations outside of government. MPA students range in age from 30 to over 60 years, and their years of professional experience range from 7 to over 40 years.

The mid-career year is comprised of two terms of full-time academic course work and, for most students, the summer program.

During the academic year, the MPA Program offers each student the flexibility to design his or her own course of study to satisfy personal and professional needs and interests.

The Kennedy School makes extensive use of the case method of instruction in which real situations are rigorously analyzed through class discussion and debate. Team assignments and group study methods are strongly encouraged. The diversity and experience of the MC/MPA students add substantial depth to these instructions and contribute to creative solutions beyond those possible by an individual.

There are two options available to MC/MPA students in choosing their courses of study. MPA/SELECT is the traditional option providing students with the opportunity to choose at least 8 and at most 12 courses from among all those offered for Kennedy School students.

The MPA/EX option offers up to 50 MC/MPA students the opportunity to choose a curriculum based on the integrated approach used in the school's executive program. With this approach, a team of faculty presents a program of instruction addressing creative problem solving in the public sector through skill development, analysis and application.

Guided by career plans, educational backgrounds, professional experiences and the advice of Kennedy School contacts, students select courses that typically include economics, quantitative methods and public management as well as those from policy areas. Students choose courses from among those offered by the Kennedy School as well as from selected offerings at other Harvard graduate and professional schools, The Fletcher School of Law and Diplomacy at Tufts University, and The Massachusetts Institute of Technology.

Selected policy areas that students in the program may choose to focus on include: business and government; criminal justice; energy and environmental policy; health policy; housing and community development; human services; labor and education; international affairs and security; international development (listed as political and economic development); international trade and finance; nonprofits;

press, politics, and public policy; science and technology; transportation; and urban economic development. Professional Interest Councils (PICs) meet to address issues in these areas and enable individuals to work more closely with students and faculty who share similar interests.

SCHOOL OF ADVANCED INTERNATIONAL STUDIES, THE JOHNS HOPKINS UNIVERSITY

Energy, Environment, Science, and Technology Program

The Nitze School has recently formalized a new concentration on "Energy, Environment, Science and Technology" (EEST) within its international relations field in the two-year M.A. curriculum. The program combines the study of economics, political economy, technology, and policy analysis in two tracks: energy and environment, and other science and technology issues in international affairs. The objective is to educate a selected group of students for careers in international policy and management in government or the private sector. Student response has been strong and is running between 35 and 50 concentrators.

The energy and environment track grows out of the International Energy Program, established in the early 1980s. Beginning with basic economics or political economy courses, students can then choose from a number of more topical elective courses. The curriculum includes:

Energy and Environment: Markets, Policies, Regimes
Economics of Natural Resources
International Environmental Issues (research seminar)
Energy, Environment, and Third World Development
Energy and Environment in the Former Soviet Union and Eastern Europe
Environmental Policies and Regulation
Simulation: Multilateral Environmental Negotiation
Environmental Issues in Developing Countries
International Law and Policy in the Field of Natural Resources
Confronting Global Environmental Change: the Role of Energy Technologies

Formal course work is supplemented by regular guest lectures. Students also can attend monthly professional Energy/Environment

Seminars and periodic conferences organized by the International Energy and Environment Program of the Foreign Policy Institute for experts from government, industry, consulting firms, and research organizations. The latter program is supported by over a dozen corporate sponsors or participants.

The second science and technology track, which is newer at SAIS, is designed to train students with or without technical backgrounds in basic concepts and issues of international science and technology (S&T) policy. This effort proceeds from the premise that S&T issues have become increasingly important in the post-Cold War world and are transforming trade and competitiveness in the world economy as well as global communications, security, economic development, and the global environment.

Combined with the study of international economics and policies, this track prepares students to connect science and technology issues to their political-economic-strategic contexts and to operate effectively in the policy-making process in government agencies or private firms. To be expanded in future years, current or planned course offerings include:

Technology in International Affairs
Introduction to International Science and Technology Policy
Technology, Competitiveness and Government Policy
Science, Technology, and Development
Nuclear Power, Nuclear Proliferation, and American Foreign Policy
Strategy and Technology

Directed by Professor Wilfrid Kohl, the EEST program includes several other SAIS faculty members. It also draws on researchers and practitioners from a number of Washington area organizations and consulting firms, including the Office of Technology Assessment, the World Resources Institute, Battelle Pacific, Northwest Labs, Resources for the Future, the U.S. Department of Defense, and the White House Office of Science and Technology Policy.

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WOODROW WILSON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS PRINCETON UNIVERSITY

The Program in Science, Technology, and Public Policy

Princeton University's Program in Science, Technology and Public Policy (STPP) is based in the Woodrow Wilson School of Public and International Affairs, with strong ties to the Princeton Center for Energy and Environmental Studies.

Many aspects of science and technology policy debates can be tackled with the tools of political and economic analysis that are the traditional strength of the Woodrow Wilson School. In addition to providing a systematic introduction to the field of policy analysis, the STPP Program helps students develop a deeper understanding of:

- the nature of scientific and technological problems and opportunities.
- the specialized methods used to analyze scientific and technological issues.
- the dynamics of science and technology in relation to national and international institutions and organizations.

Increasing numbers of students in the school generally, and in the STPP Program in particular, have strong interests in environmental science and technology policy, including global climate change, negotiated environmental accords, biodiversity, environmental ethics, and the connection between the environment and development. Research in these areas is facilitated by the program's ties with the Center of Domestic and Comparative Policy Studies, the Center for Energy and Environmental Studies, the Department of Ecology and Evolutionary Biology, the Geophysical Fluids Dynamics Laboratory, the Office of Population Research, and the Princeton Environmental Institute.

The STPP Program provides instruction and a research environment for scholars and practitioners in these issues at both graduate and undergraduate levels. Of the 62 master's level students in each Woodrow Wilson School class, 8 to 12 percent per year since 1992 have received the STPP Certificate. In addition, one or two graduate students from other departments, typically engineering or the natural sciences, have completed the requirements for the STPP Certificate each year.

The program holds both an informal weekly lunch seminar series that brings together students and faculty from across campus and a colloquium featuring an invited speaker. It also maintains a research fund that can support student travel, conferences, training internships, and other initiatives.

Candidates for the STPP Certificate must take at least three courses:

- **Science, Technology, and Public Policy**
- **Methods in Science, Technology and Public Policy**
- **A focus area course. Current selections include:**
  - **Environmental Planning**
  - **Introduction to Energy and Environmental Problems**
  - **International Politics of the Environment**
  - **Arms Control and Non-Proliferation**
  - **Technology Transfer and Development**
  - **Population, Environment, and Health**

An STPP policy paper is also required. It can be written as part of fourth course, or as an independent project.

The STPP Program equips its graduates with skills that may be applied to careers in the public service, private sector, or academia. In recent years, approximately 12 percent of graduates of the MPA program took first jobs in technical agencies (e.g., the National Aeronautics and Space Administration (NASA), the National Oceanic and Atmospheric Administration (NOAA)), or in explicitly technical/policy parts of other agencies (e.g., the Environmental

Protection Agency (EPA), the Departments of Agriculture and Energy, state, local, and federal government, the United Nations, the World Bank), or technically or environmentally focused non-governmental organizations or businesses.

The versatility of the STPP training is demonstrated by the "crossover" in the graduates: some students taking positions at technical agencies did not have technical undergraduate training; not all students with undergraduate degrees in science or engineering took technical policy positions.

APPENDICES

A: SURVEY OF PROFESSIONAL INTERNATIONAL AFFAIRS PROGRAMS

B: APSIA WORKSHOP ON INTERNATIONAL AFFAIRS EDUCATION: AGENDA AND PARTICIPANTS

C: SELECTED BIBLIOGRAPHY

SURVEY OF PROFESSIONAL INTERNATIONAL AFFAIRS PROGRAMS
ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS
FEBRUARY 1994

NAME OF SCHOOL: ***ALL APSIA MEMBER SCHOOLS***

TITLE OF DEGREE PROGRAM: ***TWO-YEAR MASTER'S DEGREES***

INSTRUCTIONS: This survey seeks information about the degree and manner in which APSIA schools have responded to the changing international environment in the last five years by revising their two year master's degree programs in international affairs. (For those schools that offer both domestic public affairs and international affairs programs, please exclude responses that do not relate to international affairs. In instances where this is not possible, please indicate that public affairs data is included and note what percentage of the total it represents.)

Should your institution offer more than one two-year master's program in international affairs, please provide information only for the program named above. For your convenience, many questions on this survey are fixed-choice (✓). If you wish to provide additional information for any question, please attach additional pages.

PLEASE RETURN TO:
APSIA / 2400 N ST. N.W., Room 680 / WASHINGTON, D.C. 20037
PHONE: (202) 862-7989 FAX: (202) 862-3750

I. PROGRAM INVENTORY

In this program inventory section only, we have completed the survey questions for the above listed program based on information provided in your most recent catalog. Please review the information in this section and make corrections/revisions as needed. Please cross out any incorrect information and write in next to it the correct information.

1) Core Courses. Please list below the types of core courses required to complete this master's degree program in int'l. affairs.
(Data reflects more than one answer per respondent.)

1) ***ECONOMICS (11)***	6) ***INTERNATIONAL POLITICAL THEORY (4)***
2) ***POLITICAL SCIENCE (6)***	7) ***QUANTITATIVE METHODS/ANALYSIS (4)***
3) ***INTERNATIONAL RELATIONS (5)***	8) ***MANAGEMENT/BUSINESS (3)***
4) ***PRACTICUM/WORKSHOP (5)***	9) ***POLICY ANALYSIS (3)***
5) ***HISTORY (4)***	10) ***U.S. FOREIGN POLICY (3)***

BEST COPY AVAILABLE

2) Regional Specializations. Please indicate below the number of courses available to students in this master's program in the following Regional Specializations.

	Median # of courses*		Median # of courses*
Africa	2	Europe	10
The Americas	9	Middle East	5
Asia	13	Russia/Central Eurasia	9

3) Functional Specializations. Please indicate below the number of courses available to students in this master's program in the following Functional Specializations.

	Median # of Courses*		Median # of Courses*
Comparative Politics/Studies	6	Int'l Media/ Communications	2
Int'l Conflict Management/Negotiations	3	Int'l Relations Theory/Practice	8
Int'l Business/Management	5	Security Studies	8
Int'l Development	9	Science/Technology	2
Int'l Economics	11	Foreign Policy/Diplomacy	7
Int'l Law/Organization	3	Other:	
Energy/Environment	3	Other:	

4) Skills. Please indicate below the number of courses available to students in this master's program in the following skill areas.

	Median # of Courses*		Median # of Courses*
Economics	5	**Research Methodology:** Computer Based Analysis	1
Non-English Languages	23	Policy Analysis/Evaluation	2
Other		Gen. Research Methods	2
Other		Statistics	2

5a) Languages. Please list the non-English languages available to students in this master's program and indicate the highest level of study (e.g., introductory, intermediate, advanced) available in each. ***(Based on responses of 10 schools.)***

1) ***CHINESE (10)***	6) ***RUSSIAN (9)***
2) ***JAPANESE (10)***	7) ***SPANISH (9)***
3) ***FRENCH (9)***	8) ***KOREAN (8)***
4) ***GERMAN (9)***	9) ***PORTUGESE (8)***
5) ***ITALIAN (9)***	10) ***ARABIC (6)***

Median figures are calculated by taking the middle number from the set of respondents.

5b) What are the foreign language requirements for completion of this master's program? Please check (✓) all that apply. ***(Data reflect more than one answer per respondent.)***

4 None
0 1 to 2 courses
0 3 to 4 courses
8 Proficiency exam
8 Other

6) Discipline-based Courses. Please indicate the number of courses available for credit in this masters program from the disciplines listed below.

	median # of courses*	Comments
History (example)	*10*	*Our strongest department*
Anthropology	*2*	
Business mgmnt/admin.	*16*	
Economics	*19*	
Education	*1*	
Engineering	*0*	
Geography	*0*	
History	*20*	
Law	*10*	
Linguistics	*0*	
Non-English Literature	*0*	
Medicine/public health	*0*	
Natural sciences	*3*	
Philosophy	*0*	
Political science	*36*	
Religion	*6*	
Sociology	*4*	

7) Study Abroad. Please list the countries in which study abroad programs are available to students in this master's program. ***(Data reflect more than one answer per respondent.)***

1) ***NONE (5)***	3) ***FRANCE (4)***
2) ***BY INDIVIDUAL ARRANGEMENT (4)***	4) ***GERMANY (4)***

8) Joint Degree Programs. Please list the joint degree programs that your institution offers that incorporate this master's program. ***(Data reflect more than one answer per respondent.)***

1) ***LAW (14)***	3) ***BA/BS UNDERGRADUATE (4)***
2) ***BUSINESS (11)***	4) ***URBAN/REGIONAL PLANNING (4)***

****Median figures are calculated by taking the middle number from the set of respondents.***

9) Are one or more Comprehensive Examinations required for a Master's Degree?
YES - 7 NO - 8 NO RESPONSE - 0

If yes, how many? *ONE (4); TWO (1); THREE (1); OTHER (1)*

10) Is there a Thesis (or significant research) requirement for a Master's Degree?
YES - 7 NO - 8 NO RESPONSE - 0

If yes, please specify. *PROJECT/INDEP. STUDY (3); THESIS (3); RESEARCH (2)*

II. OVERALL PROGRAM STRUCTURE

1) Please review the list below and indicate which aspects of the curriculum in this master's degree program have increased in importance in the past 5 years, and which have diminished in importance or remained the same? ***(Data reflect more than one answer per respondent.)***

	Increased in importance	Remained the same	Diminished in importance
Functional Specializations			
Comparative Politics/Studies	5	9	1
Energy/Environment	13	2	0
Int'l Conflict Mgmt/Negotiations	11	4	0
International Development	5	9	0
International Economics	10	4	1
International Law/Organization	7	7	1
International Media/Communications	3	9	0
International Relations Theory	0	13	2
Science/ Technology	11	2	1
Security Studies	2	8	5
Regional Specializations: Africa	1	11	1
Americas	7	4	2
Asia	9	5	0
Europe	7	5	1
Middle East	3	9	0
Russia/Central Eurasia	8	5	1
Skills: Economics	8	4	0
Foreign Language Study	6	7	0
Research Methodology:			
a) Computer Based Analysis	6	7	3
b) Gen. Research Methods	1	12	1
c) Policy Analysis/Evaluation	3	12	0
d) Statistics	4	10	1
Internships	10	5	0
Joint Degree Programs	9	5	0
Study Abroad Programs	5	6	0

2a) Which *areas/subjects* has this master's program *strengthened or initiated* in the last 5 years?
(Data reflect more than one answer per respondent.)

ASIA/PACIFIC (8); ENVIRONMENT (5); POLITICAL SCIENCE (5).

2b) What *changes* has this master's program made, or is it planning to make, in *core requirements* as a result of the changes in the international environment in the last 5 years?

CONTENT OF COURSES HAS CHANGED (3);
NONE (3);
EMPHASIS ON GLOBAL ISSUES (2)
INTERNATIONALIZATION OF REQUIREMENTS (2).

2c) What has been the *rationale* for making (or not making) changes in *core requirements*?
(Data reflect more than one answer per respondent.)

NEED MORE PRACTICALSKILLS/FUNCTIONAL TRAINING (5)
NEED MORE COHESION/COMMON TRAINING IN FIELD (3)
COMPARATIVE REASONING/REGIONAL STUDIES (2);
NONE (2).

2d) If a major change were to be made in this master's program's *core requirements* for an M.A. in international affairs over the next decade, what would you anticipate that change to be?
(Data reflect more than one answer per respondent.)

GREATER EMPHASIS ON SKILLS TRAINING (4)
MORE STRUCTURE/LESS FLEXIBILITY (3)
EMPHASIS ON GLOBAL ISSUES (2)

3a) Has there been a *change in the balance between functional and regional studies* as a result of the changes in the international environment in the last five years? Has one or the other type of study gained or lost in terms of their relevance to understanding the new international environment?
(Data reflect more than one answer per respondent.)

5 Functional studies have increased in importance
3 Regional studies have increased in importance
0 The balance between functional and regional studies has stayed the same
7 No response

3b) Please explain

FUNCTIONAL MORE IMPORTANT (3)
MORE USEFUL FOR TRAINING/CAREERS (2); STUDENT CHOICE/DEMAND (2).

4a) Does the new international environment *require* that students in this master's program gain *more specialized or more generalized training* to be effective practitioners?

4 More specialized *7* Same *3* More generalized *1* No response

4b) Please explain. ***(Data reflect more than one answer per respondent.)***

GENERAL SKILLS FOR NUMEROUS SITUATIONS (7)
IMPORTANT TO SPECIALIZE IN A NICHE (3);
ADDED MORE SPECIALIZED COURSES (2).

5) In the last 5 years, what *changes* have you made in the *language requirements and instruction* for this masters program?

NONE (8)
ADDED ELECTIVES IN ADDITIONAL LANGUAGE (3)
MORE RIGOROUS REQUIREMENTS (2)

6a) Have the nature and role of *internship programs* changed in the last five years? *9* Yes *6* No *0* No response

6b) If yes, how? ***(Data reflect more than one answer per respondent.)***

INCREASED OPPORTUNITES (8)
MORE IMPORTANT (3)
GREATER STUDENT INTEREST (2)

7a) Have *study abroad programs* available to students in this master's program substantially changed in the last 5 years? *6* Yes *8* No *1* No response

7b) If yes, how? ***(Data reflect more than one answer per respondent.)***

MORE PROGRAMS OFFERED (5)
MORE STUDENT INTEREST AND PARTICIPATION (2)

8a) Has your institution added *new joint degree programs* that incorporate this master's program in the last 5 years? *9* Yes *6* No *0* No response

8b) If yes, please list: *(Data reflect more than one answer per respondent.)*

LAW (3)
BA/BS (2)
PUBLIC HEALTH (2)
COMMUNICATIONS (2)
BUSINESS (2)

9a) Does your institution plan to add new joint degree programs that incorporate this master's program in the next 2 years? *3* Yes *11* No *1* No response

9b) If yes, please list: *(Data reflect more than one answer per respondent.)*

BUSINESS (1);
COMMUNICATIONS (1);
DOMESTIC FACTORS IN FOREIGN POLICY (1);
EDUCATION (1);
ENGINEERING (1)

III. CONCENTRATIONS/FIELDS

A concentration or field refers to a group of courses sharing a specialized functional and/or regional theme that is required for completion of a master's degree. (The number of courses needed to fulfill a concentration or field requirement may vary from school to school.)

1a) Has this master's program either made changes in the last 5 years, or is it planning major changes, in its concentration or field requirements? *10* Yes *5* No *0* No response

1b) If yes, please explain: *(Data reflect more than one answer per respondent.)*

ADDED SCIENCE/TECHNOLOGY (4)
ADDED CONFLICT RESOLUTION (3);
ADDED ECONOMIC POLICY (3).

1c) What is the rationale either for changing or for maintaining the status quo in concentration/field requirements? *(Data reflect more than one answer per respondent.)*

REFLECT CURRENT TRENDS (7)
KEEP UP WITH STUDENT DEMAND (3);
NO CHANGES (3).

2a) Has this master's program added new elective courses in the last 5 years? *14* Yes *1* No *0* No response

2b) If yes, please list the courses that have been added.
(Data reflect more than one answer per respondent.)

SPECIAL TOPICS (10)
EUROPEAN STUDIES (7)
INTERNATIONAL ECONOMIC POLICY ANALYSIS (6)

3a) A number of analysts have argued that in the last 5 years, domestic factors have become increasingly important in influencing issues and policies in the international arena. Has this been the conclusion of the faculty and administration of this master's program? *11* Yes *3* No *1* No response

3b) If yes, what domestic factors/issues seem to have had the greatest influence on international issues in the last 5 years?

ECONOMICS (6)
LOBBYISTS (3)
PUBLIC OPINION (2)
ETHNICITY/SUPRANATIONALISM (2)

4a) Has this master's program introduced new courses or activities focusing on the role or roots of domestic issues in international relations?
4 Yes *9* No *2* No response

4b) If yes, please list *(Data reflect more than one answer per respondent.)*

U.S. FOREIGN POLICY PROCESS (4)
CONTEMPORARY RUSSIAN POLITICS (1);
LOBBIES/INTEREST GROUPS (1);
COMMERCE/ECONOMIC COMPETITION (1);
IMMIGRATION (1);
TECHNOLOGY (1).

IV. TEACHING METHODS

1a) Has this master's program introduced new teaching methods (e.g., case studies, simulations, role playing exercises, etc.) over the past 5 years that you would attribute at least in part to the new international environment?
11 Yes *4* No *0* No response

1b) If yes, please specify *(Data reflect more than one answer per respondent.)*

CASE STUDIES (7)
SIMULATIONS (5)
TEAM ASSIGNMENTS (5)

2a) Have certain methods been dropped or modified in the last 5 years?

2 Yes *13* No *0* No response

2b) If yes, please specify. ***FEWER LECTURES (1)***

3a) Is this master's program planning any innovations over the near term in teaching methods, including the use of computers or telecommunications technology?

8 Yes *6* No *1* No response

3b) If yes, please specify. ***(Data reflect more than one answer per respondent.)***

INTERNET/COMPUTER-BASED TEACHING (4); ***TELECOMMUNICATIONS (4)***
COMPUTER SIMULATIONS (3)

V. STUDENTS

1) Have you noticed any major shifts in the *career orientations of students* in this masters program over the past 5 years? For example, has there been an increase in those interested in private-sector careers or have those going into the public sector shifted their areas of interest?

	Increased	No Change	Decreased	Comments
Further Study:	*0*	*3*	*0*	
Doctoral Degree	*5*	*7*	*0*	
Other Professional Degrees:	*0*	*2*	*0*	
Business	*9*	*4*	*0*	
Law	*9*	*4*	*0*	
Medicine	*0*	*5*	*1*	
Public Sector Employment:	*1*	*2*	*0*	
Foreign Government	*3*	*10*	*0*	
International Organizations	*6*	*7*	*0*	
U.S. Federal Government	*3*	*7*	*3*	
U.S. Military	*2*	*6*	*4*	
U.S. State/Local Government	*2*	*9*	*0*	
Private Sector Employment:	*0*	*5*	*0*	
Law Firms	*3*	*7*	*2*	
Manufacturing	*1*	*9*	*1*	
Media Organizations	*6*	*7*	*1*	
Services (Banking, Consulting, etc.)	*8*	*5*	*1*	
Not-for-Profit Sector Employment:	*1*	*4*	*0*	
Development Assistance	*7*	*6*	*0*	
Foundations	*3*	*7*	*2*	
Private Voluntary Organizations	*6*	*6*	*0*	
Public Interest Groups	*7*	*5*	*0*	
Research Organizations	*3*	*8*	*1*	
Teaching/Education	*1*	*8*	*1*	
Trade/Professional Associations	*5*	*6*	*0*	

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2) What do you anticipate will be the major job markets for graduates of this master's program over the next 5 years? ***(Data reflect more than one answer per respondent.)***

PUBLIC SERVICE SECTOR (6)
BUSINESS/TRADE (4) ***DEVELOPMENT ASSISTANCE (4)***
FINANCIAL SERVICES (4) ***TELECOMMUNICATIONS/MEDIA (4)***

3) What are the major demands that students of this master's program are making today upon faculty and administration in order to better prepare themselves for international careers?
(Data reflect more than one answer per respondent.)

	Student Demand		Implementation		Comments
	More	Less	Yes	No	
Business Courses	10	1	7	3	
Career Guidance	14	0	10	2	
Internships	14	0	9	1	
Joint Degree Programs	9	1	9	0	
Skills: Economics	7	3	5	2	
Foreign Languages	8	2	6	1	
Methodology	2	4	3	2	
Specialization in the Curriculum	3	2	3	2	
Study Abroad	6	0	5	0	

4) In this master's program, has there been an increase in student interest in certain languages and a decrease in others in the last 5 years?
(Data reflect more than one answer per respondent.)

	Increased	Stayed the Same	Decreased	No Response
Arabic	6	5	1	3
Chinese	5	6	0	4
French	0	9	2	4
German	3	7	1	4
Japanese	8	4	0	3
Russian	7	4	2	2
Spanish	1	11	0	3

VI. RESOURCE ALLOCATION

1) Please indicate below the *substantive and/or administrative areas* in which student *demand exceeds the resources* you have available? Check (✓) all that apply and list specific needs in right-hand column under "Comments."

	✓	Comments
Regional Specializations	*7*	
Functional Specializations	*4*	
Foreign Languages	*4*	
Student Advising	*6*	
Career Counseling	*9*	
Other: Skill Training	*1*	

2a) Please list the types of financial aid (other than federal and third-party programs) available to students in this master's program. ***(Data reflects more than one answer per respondent.)***

FELLOWSHIPS (9)
FULL TUITION/UNIV. GRANTS (4); ***SCHOLARSHIPS (4).***

2b) Is the financial aid available to students in this master's program adequate?
3 Yes ***11*** No ***1*** No response

2c) If no, what improvements could be made?

MORE FINANCIAL ASSISTANCE (6) ***MORE MERIT-BASED AWARDS (1);***
MORE MONEY FOR FOREIGN STUDENTS (1); ***NONE (1).***

3a) What library facilities are available to students in this master's program?
(Data reflects more than one answer per respondent.)

CAMPUS-WIDE ACCESS (15) ***SPECIAL SELECTION ACCESS (4);***
CONSORTIUM-WIDE ACCESS (7) ***INTER-LIBRARY LOANS (4).***

3b) Are the library facilities available to students in this master's program adequate? ***11*** Yes ***4*** No ***0*** No response

3c) If no, what improvements could be made? ***(Data reflects more than one answer per respondent.)***

MORE SPECIAL-TOPIC MATERIALS (4)
TECHNOLOGICAL IMPROVEMENTS (2); BETTER REFERENCE SERVICES (2).

4) Please rank the following items in terms of their priority for this master's program

3	Expand curricular area/subject	*1*	Increase financial aid for students
2	Hire additional faculty	____	Improve career counseling services
____	Improve library facilities	____	Hire additional administrative personnel

5) What functional specialization and/or regional specialization would you make your top priority if you were guaranteed another $1,000,000 to expend on this master's program?
(Data reflects more than one answer per respondent.)

ASIA (4)
INT'L CONFLICT RESOLUTION (3)
LATIN AMERICA (2)
INT'L ECONOMICS (3)
SCIENCE/TECHNOLOGY (3)

VII. DIVERSITY

1) Please indicate how you would assess the performance of this master's degree program with respect to ethnic and gender diversity by checking the appropriate boxes below. Please indicate in the right-hand "Comments" column what specific steps are being taken to encourage diversity.

	Recruitment				Retention			
	No Response	Poor	Good	Excel	No Response	Poor	Good	Excel
Minority Students	*1*	*1*	*8*	*5*	*2*	*1*	*3*	*9*
Minority Faculty	*2*	*9*	*3*	*1*	*6*	*4*	*3*	*2*	
Female Faculty	*2*	*2*	*7*	*4*	*5*	*1*	*6*	*3*

		Median*
2a)	How many minority faculty members does this master's program employ currently?	*2*
2b)	How many minority faculty members did this master's program employ five years ago?	*1*
3a)	How many female faculty members does this master's program employ currently?	*8.5*
3b)	How many female faculty members did this master's program employ five years ago?	*3*

Median figures are calculated by taking the middle number from the set of respondents.

4a) Has this master's program taken any initiative in encouraging minority students to pursue a PhD in International Affairs? ***6*** Yes ***4*** No ***4*** No response

4b) If yes, please describe. ***(Data reflects more than one answer per respondent.)***

TARGETTED RECRUITING (4)
FELLOWSHIP-SCHOLARSHIP OPPORTUNITIES (3)
FACULTY-TO-FACULTY CONTACTS (1);
CAMPUS ORIENTATION PROGRAM (1).

5a) Over the last 5 years, the total number of international students in this master's program...

8 Increased ***6*** Remained the Same ***1*** Decreased ***0*** No response

5b) Have you noticed any shifts in regional or national distributions of international students in this master's program in the last 5 years?

Number of Students from:	Increased	Same	Decreased	No response
Africa	*2*	*10*	*3*	*0*
The Americas	*5*	*8*	*1*	*1*
Asia	*9*	*5*	*0*	*1*
Europe	*7*	*6*	*1*	*1*
Middle East	*3*	*7*	*4*	*1*
Russia/Central Eurasia	*12*	*3*	*0*	*0*

5c) Have any targeted efforts been made to recruit international students from any specific region?

9 Yes ***5*** No ***1*** No response

5d) If yes, please explain. ***(Data reflects more than one answer per respondent.)***

RUSSIA/EAST-CENTRAL EUROPE (5)
JAPAN/PACIFIC RIM (4)
LATIN AMERICA (2)

VIII. FACULTY

1a) Has the changing international environment led to a re-thinking of the types of faculty this master's program will need to recruit in the future?

12 Yes ***3*** No ***0*** No response

1b) If yes, which disciplinary backgrounds will be important in the future?
(Data reflects more than one answer per respondent.)

INTERNATIONAL ECONOMICS (9)
ENERGY/ENVIRONMENT (5)
COMMUNICATIONS (2);
INT'L BUSINESS (2);
POLITICAL SCIENCE (2);
ASIAN STUDIES (2).

2) What sorts of *professional experience* do you think will be valued in future faculty?
(Data reflects more than one answer per respondent.)

MORE APPLIED/PRACTICAL EXPERIENCE (4);
POLICYMAKING (1)
PURE ACADEMICS (3)

3) How have the research priorities and publications of the faculty of this master's program's been affected by the end of the Cold War? Please provide examples of major new publications or research projects that have been initiated in the last three years and that are indicative of the new directions faculty and institute research have been taking.
(Data reflects more than one answer per respondent.)

ETHNICITY/NATIONALISM/PEACE (5)
HUMAN RIGHTS/INTERNATIONAL SECURITY (4)
MIGRATION (2);
REGIME TRANSITIONS (2).

APPENDIX B

ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS

WORKSHOP ON INTERNATIONAL AFFAIRS EDUCATION
WASHINGTON, D.C.
Monday, September 12, 1994

* * * * *

Agenda

I. Introduction -- Dean Goodman

II. Recent Trends in Professional International Affairs Education: Review of Findings -- Dean Szabo

III. Discussion of Findings
- Curricula
- Students
- Faculty

IV. Solicitation and Discussion of Recommendations for Enhancement of Professional International Affairs Education

* * * * *

Participants

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